

The Alice and Jerry Basic Readers
Reading Foundation Program

GUIDEBOOK FOR TEACHERS

for

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*The New
Round About*

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ILLINOIS WHITE PLAINS, NEW YORK

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The Alice and Jerry Basic Readers
Reading Foundation Program

GUIDEBOOK
FOR TEACHERS
for

*The New
Round About*

BY

MABEL O'DONNELL

ROW, PETERSON AND COMPANY

EVANSTON, ILLINOIS

WHITE PLAINS, NEW YORK

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THE NEW ALICE AND JERRY BASIC READERS

Materials Comprising the Reading Readiness Program

FIRST YEAR READINESS TEST—I (no charge where The Alice and Jerry Books are used basically)

HERE WE GO, Diagnostic Reading Readiness Book

OVER THE WALL, Developmental Reading Readiness Book

PICTURE CARDS (63 pictures, 6½" by 9", for use with Here We Go and Over the Wall)

TEXTFILMS (Filmstrips, 35 mm.)

I Live in the City

Tell Another Story

Away We Go

I Live in the Country

Animals to Know

FIRST YEAR READINESS TEST—II (no charge where Over the Wall is used basically)

GUIDEBOOK FOR TEACHERS ON INITIAL STAGES OF READING READINESS (no charge with basic orders)

Materials Comprising the Preprimer Program

SKIP ALONG, First Preprimer

UNDER THE SKY, Second Preprimer

OPEN THE DOOR, Third (Basic) Preprimer

HIGH ON A HILL, Fourth (Parallel) Preprimer

POCKET CARD HOLDER

BIG PICTURES FOR SKIP ALONG (24 pictures on 16" by 19" cards)

REBUS, WORD, PHRASE AND SENTENCE CARDS (for use with the preprimer and primer programs)

PREPRIMER WORKBOOK (to accompany the first three preprimers)

A VOCABULARY PREPRIMER WORKBOOK (An Additional Workbook to be used in conjunction with the Preprimer Workbook; for use with immature groups only)

TEXTFILMS (to accompany each of the preprimers)

PREPRIMER ACHIEVEMENT TEST (in packages of 25)

GUIDEBOOK FOR TEACHERS FOR THE PREPRIMER PROGRAM (no charge with basic orders)

(over)

Materials Comprising the Primer Program

The New DAY IN AND DAY OUT, Basic Primer

THE WORKBOOK FOR THE NEW DAY IN AND DAY OUT

A VOCABULARY PRIMER WORKBOOK (to be used in conjunction with The Workbook for The New Day In and Day Out; for use with immature groups only)

TEXTFILM (to accompany The New Day In and Day Out)

PRIMER ACHIEVEMENT TEST (in packages of 25)

GUIDEBOOK FOR TEACHERS FOR THE NEW DAY IN AND DAY OUT
(no charge with basic orders)

Materials Comprising the First Reader Program

The New ROUND ABOUT, Basic First Reader

WORD CARDS FOR THE NEW ROUND ABOUT

THE WORKBOOK FOR THE NEW ROUND ABOUT

A VOCABULARY FIRST READER WORKBOOK (to be used with The Workbook for The New Round About; for use with immature groups only)

TEXTFILM (to accompany The New Round About)

FIRST READER ACHIEVEMENT TEST (in packages of 25)

GUIDEBOOK FOR TEACHERS FOR THE NEW ROUND ABOUT (no charge with basic orders)

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TIME CHART

This chart shows the relative rates at which the three ability groups can be expected to complete the first reader.

Teaching plans covering the units as shown in the chart are developed in this Guidebook. Each unit represents the approximate amount of progress which a class can expect to make in one reading period.

The program for the Immature Group can be most effectively carried out if all 76 units are taught. In classes, however, where it seems impractical to devote this much time to the Immature Group, the 12 supplementary units (one after each group of stories) can be omitted without interrupting the development of the basic reading skills.

SUPERIOR GROUP



START

33 UNITS

AVERAGE GROUP



START

43 UNITS

IMMATURE GROUP



START

76 UNITS (64 regular units; 12 supplementary)

Introduction

For many years research workers in the field of reading and child development have been pleading for greater attention to the problem of individual differences. Teachers entering the elementary field from schools of education the country over have not only been cognizant of the problem; they have realized that its solution was the province of the classroom teacher.

Recently there has come a constantly recurring query from superior teachers. Is not the crux of the problem the fact that we need a different type of teaching for different groups? Why should a superior child be taught by the same methods as the average; the average by the same methods as the immature? In differentiating the programs to meet the needs of the three groups, should not the first and most important differentiation be made in the type of teaching used? This Guidebook is an attempt to show how this can be done.

Program for superior groups. This program is a challenge to the thinking of superior pupils. In order to stimulate and maintain the interest of superior pupils, the reading techniques presented are numerous and varied. Directed teaching is less evident than in the other two programs because it is less necessary.

Pupils are constantly challenged to "try their wings" and to help themselves. The program assumes that a large portion of the new vocabulary can be unlocked independently by superior pupils through picture, context, and phonetic clues, and the amount of vocabulary review is kept at a minimum. Silent reading is directed to be done in much longer units than in either of the other two programs. In many instances the foundations of study habits are initiated by having the check questions on comprehension read silently and independently.

If a teacher is to give adequate reading guidance to such groups, it is essential she understand that the reading skills so important in the upper elementary grades have their beginnings as low down as the first-reader period. The responsibility for initiating the development of such skills is the direct responsibility of the classroom teacher. In order that she may see clearly how this skill development can and should be initiated, each suggested activity

in the units of the Guidebook is labeled to show the particular skill such an activity is intended to develop. Considered in their entirety, such labels indicate the care taken in the Alice and Jerry program to provide well-rounded reading development.

Great care is taken in this and in the program for the average groups to show how reading, writing, and spelling can be integrated and how spelling ability is a natural outcome of the program in word recognition techniques. Through the activities suggested, pupils are constantly encouraged to increase their vocabularies far beyond the limits of the first-reader word list.

Under the heading Supplementary Activities in each unit of the Guidebook, constant stimulation is given to superior pupils to read widely in books other than the basic text. The books suggested have been graded so as to be challenging on the one hand, but not too difficult for independent reading on the other.

Much care and attention is given to paragraph form so that pupils may comprehend the purpose and meaning of a paragraph as something beyond the mechanical division of a page of type.

Program for average groups. The amount of directed teaching in this program is far greater than that outlined for superior groups. The teaching itself is more deliberate and thorough. It is the aim of this program to make pupils take pride in being self-reliant. Superior pupils profit by having word recognition techniques suggested to them. Average pupils profit by having such techniques carefully taught. A large amount of time is taken in guiding pupils in the use of picture, context, and phonetic clues and a combination of the three, thus laying the groundwork out of which power in independent word attack can emerge. Directed introduction of the new vocabulary of words and meanings forms a large part of the initial procedure in most of the Guidebook units. Word recognition techniques are always developed in meaningful situations. Reading for meaning is never subordinated to mechanics.

This program accepts the challenge that reading development is not possible without an adequate vocabulary of carrier and service words (all words other than nouns) which can be recognized automatically. Consistent, interesting, and varied vocabulary reviews which develop visual acuity are a part of almost every initial procedure. Other activities for developing a functional sight vocabulary are listed under Word Recognition Techniques.

Special care has been taken in the activities listed under Vocabulary Enrichment and Extension to increase the child's speaking vocabulary far beyond the limits of the first-reader word list. At the same time, words within the first-reader vocabulary have their meanings enriched by being used in various situations in which the meaning must change to meet the changed situation.

As in the superior program, the skill to be developed by each reading activity appears as a label preceding that activity. These labels in their entirety reveal to the teacher the gradual unfolding of the program of skill development. The teaching of paragraph form is introduced later than in the program for superior groups, but it is done in the same meaningful way.

Program for immature groups. In this program the rate at which the first-reader text is presented is extremely slow. The teaching follows the pattern already established in the primer. Emphasis is placed, not upon the extension of the skills program, but rather upon the further development of the skills already initiated in the primer program. Consequently no labeling of new skills will be noted. Techniques are few and are repeated many times. Immature pupils need to learn how to do a few things and do them well. Only in this way can they attain a feeling of security and confidence. At the same time an especial effort has been made to present numerous, simple, but varied approaches to each learning situation so that pupil interest may be kept at a high level.

All too often immature pupils fail to develop any adequate method of word recognition because they have not been given adequate ear-training experiences. Therefore special emphasis on the development of auditory perception is a very important part of the Guidebook units, and consistent day-by-day guidance is given in combining auditory and visual clues in the independent recognition of new words.

It is extremely important that pupils in immature groups have an adequate sight vocabulary of carrier and service words. Daily emphasis is placed in this program upon the slow but thorough building of such a vocabulary. The activities suggested in the Vocabulary Workbook plus the informal tests in the Workbook for The New Round About not only provide further stimulation to the building of such a vocabulary, but also help the teacher test the extent and accuracy of each pupil's sight vocabulary.

THREE LEVEL WORD RECOGNITION CHART

	Initial Consonant Sounds	Word Structure (Verb end- ings, posses- sives, <i>s</i> for plurals)	Phonetic Parts	Final Sounds
SUPERIOR GROUP				
AVERAGE GROUP				
IMMATURE GROUP				

Note: The chart on these two pages shows the point to which various word recognition techniques are developed for each of the three groups in the unit plans in the Preprimer, Primer,

THREE LEVEL WORD RECOGNITION CHART (cont.)

Initial Blends br cr fl fr gr pl pr sl sn sp st tr tw bl sm	Short Vowel Sounds a i o	Long Vowel Sounds a i o

and First Reader Guidebooks. See pages 373-77 in this Guidebook for references to the unit plans, where specific letters and parts are introduced and reviewed.

GENERAL NOTES ON USING THIS GUIDEBOOK

1. **Independent and additional reading.** The supplementary activities in the units for the superior and average groups contain references to stories in various primers. These stories, if used in the units indicated, can be read with no supervision from the teacher except for help with character names and some other new vocabulary. New vocabulary (aside from the character names) is noted the first time a new word appears in each book.

The same primer stories can be used by immature groups; but here the teacher should supervise the reading at all times. For the immature groups the reading references are placed in supplementary units. This additional reading provides such a good opportunity for the application of known vocabulary to new context that it is hoped the teacher will find time to use these supplementary units.

It is not expected that teachers will have all the books listed, but in all three programs, in the reading of any particular book, all the pages referred to should be read, and read in the sequence indicated; otherwise the correlation of vocabulary will not hold true.

In order that the teacher may assemble the books she has available for this reading, their titles are listed below:

A Home for Sandy
Fun with Dick and Jane
The Little White House

Through the Gate
Up the Street and Down

2. **Textfilm.** The Textfilm for *The New Round About* is an important part of the program. At the places in the unit plans where Textfilm is to be used, the teacher is referred to the separate manual which accompanies the Textfilm. In it, full instruction is given for the use of each frame.
3. **Supplementary units for immature groups.** In the program for the immature group, 12 of the units (one after each group

of stories) are supplementary. They contain references to the Textfilm and lists of books for additional reading. The program for the Immature Group can be most effectively carried out if these units are not omitted.

4. **Sounds vs. letter names.** Whenever initial or final consonants are presented in the unit plans, the sound, NOT THE LETTER NAME is to be used, except in certain cases where definite directions to use the letter name are given.
5. **Workbook correlation.** The correlation of each workbook page with certain pages in the first reader is given at the bottom of the workbook pages under the caption USE. However, this does not mean that the workbook pages must be always so used. Very often in the Supplementary Activities at the close of units in the Guidebook a different use of the workbook page may be suggested, if such a page correlates better with the activity being stressed in a particular unit.
6. **Grouping.** In rural schools or in situations where the number of pupils is so small that division into groups is not feasible, teachers should use the program for average groups. To meet the reading needs of each pupil in such small groups, it is to be hoped that the teachers will read thoroughly the programs for superior and immature groups and modify their teaching accordingly.
7. **Manuscript writing.** It is assumed that all writing done by the teacher on the board or bulletin board shall be in manuscript form.
8. **Unknown words.** When new words are introduced under the heading Word Recognition Techniques, it is important to remember that these words are not part of the first-reader vocabulary. Children are not expected to remember them as sight words. The words are introduced to show how word recognition techniques can be used to unlock unknown words and also how word recognition techniques can help in the spelling of phonetic words.

9. **Choral reading.** Many teachers in the primary grades have often wished for a means by which they could give their pupils a beginning opportunity to know and appreciate poetry. For such teachers, *Let's-Read-Together Poems: An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades*, selected and tested by Helen A. Brown and Harry J. Heltman (Row, Peterson and Co., 1949), will prove invaluable. The procedures are simple; and no vocabulary problems are presented, as the pupils are already familiar with many of the verses, and the teacher can familiarize the pupils with the rest by frequent reading aloud.

The individual teacher will know best where and when she would like to use the poems: at the opening of the school day; at the close of a teaching unit; or at the end of the day. Therefore only occasional reference will be made in the supplementary activities of this Guidebook to individual poems; these will be poems particularly appropriate to a specific reading lesson.

Program for the Superior Group

UNIT PLANS FOR THE FIRST READER *The New* ROUND ABOUT

UNIT I

On the Farm (pages 6-9)

Materials Needed

Pocket Card Holder

Word Cards: farm fisherman him river
fish Grandmother pet

Initial Procedure

Introducing *The New Round About*. The last time we saw Alice and Jerry, they were fast asleep. I am sure they were up bright and early the next morning, ready for more fun. We will hear about that fun in this book.

Alice and Jerry are growing up. They are able to take care of themselves. So Mother is not alarmed when they go away from home. Now they can have fun round about in other children's yards. That is why this book is called *Round About*. (Run hand under title.) Find pictures of several things on the cover which they could not have seen at home.

Now turn to the title page and read the title for yourselves. (Answer any questions which may be asked about other type on the page.)

What do we call the next two pages? What do we mean by the contents of a book? These words in big type (indicate unit titles) are the names of the different parts of the book. How many parts are there? What is the name of the first part? Can you read the names of any other parts?

Look at the title of the first story in Part 1. You know how the new word begins. (*farm*) You know what this part says

(write *ar*), and you know how the word ends. If you are big enough for a new book, you can get the word.

Does the word *farm* recall anything you saw on the cover? Does the next page after the contents—the frontispiece—suggest a farm? (Have buildings identified. Have pupils identify Alice, Jerry, and Jack; also the geese.)

(On unit title page, have the title read, and have pupils decide what each child is doing in the picture.)

Establishing methods of word attack. From now on we are going to help ourselves with each new word whenever we can. What is the first thing to do? (Think how it begins.) What is the next thing to do? (Jump over the word and read the rest of the sentence.) What is another good thing to do? (Look at the picture for a clue.) Still another thing to do is to think how the word ends.

Silent Reading

(Have the following sentences on board.)

1. What farm animals did Jerry like?
2. What animals did he like best?
3. What did the little duck do?
4. What did Jerry name his duck?

Page 6. *Picture clues; Skimming.* Who do you think this woman may be? *Grandmother* begins like *green*. Since it is a name, the word will begin with a capital letter. Look quickly over the page, skim the page, to see how many times you can find the word *Grandmother*.

Reading for specific detail. Read the page silently. Be ready to answer questions 1 and 2 on the board.

Page 7. There are two new words on this page. (*him, pet*) Remember what to do to get them.

Gathering information. Now read the page silently. Find out exactly what happened one morning.

Page 8. *Skimming.* It is quite evident that Grandmother and Jerry are—. You know how the word *fish* begins and ends. Skim the page. How many times can you find it? There will be one more new word. (*river*) Remember what to do.

Gathering information. Read silently. Find out to whom the boat belongs and where it is.

Page 9. Word analysis. The new word on this page is a long one. If you know how to look at it, you can get it. (Write *fisherman*.) You know this word (underline *fish*), this part (underline *er*), and this word (underline *man*). The new word is—.

Gathering information. The little duck does a very surprising thing on this page. Read silently and be ready to answer questions 3 and 4.

Oral Reading

Exclamation mark. Whenever something surprising happens in a story or whenever someone talks in a surprised or frightened voice, we use this mark. (Make an exclamation mark on the board.)

Can you find an exclamation mark on page 7? I think Grandmother was so surprised and amused at the idea of having a duck for a pet that she said—(Read the sentence to set pattern for expressive reading.) Can you find an exclamation mark on page 8? Who can read that sentence to show how excited and pleased Jerry was? Is there an exclamation mark on page 9? Maybe Little Duck was surprised, also. Read and show that he was.

Vocabulary review. How well do you remember the new words? The one who knows these two words (add *Grandmother* and *farm* to card holder) may read page 6. (Add *him*, *pet* for page 7; *fish*, *river* for page 8; *fisherman* for page 9.)

Word Recognition Techniques

Word analysis. (Erase the word *fisherman* from board; then rewrite word in large letters.) I showed you how to look at this word. Now can you show me? Who will underline the first little word we see? The part we hear and see? The second little word? The whole word says—.

(Write *grandmother*, using lower-case form for *g*.) Here is another long word. It begins like *green*. (Underline *gr*.) I see the joining word. (Underline *and*.) The beginning sound and the joining word together make the word—(Underline *grand*.) The other word is—(Underline *mother*.) The whole word is—.

Associating final word sounds with the letters which represent them. Listen as I say *am*, *him*, *farm*. What do your ears tell you about these words? (Write words on board and direct attention to final *m* in each.) I know a boy whose name is *Sam*.

If I write his name, all but the last letter, will you add the last letter for me? Here are two new words. One says *step* and one says *stem*. (Write words.) Which word says *stem*? How do you know?

Integrating reading, writing, and spelling. Remember, this part (indicate *ar* on board; then erase) says—. Since you know how the word *farm* begins and ends, since you know the part in the word, who can write the word *farm* all by himself? When you hurt something, you *harm* it. Could someone write *harm*? Maybe someone could write the word *arm*.

Vocabulary Enrichment and Extension

Word associations. Suppose you were going fishing. What things would you need? (rod, reel, bait, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 1, 2, 3.
2. **Independent reading.** If the following primers are available, pupils may read, at their seats or in groups, the pages noted. Help should be given with character names and with any other new vocabulary. New vocabulary (aside from character names) is indicated the first time a new word appears in each book.
Fun with Dick and Jane (Scott, Foresman and Co.), pages 6-9. (Give help with the words *we* and *fun* on page 8; with *funny* on page 9.)
Through the Gate (Silver Burdett Co.), pages 5-9. (Give help with the word *Baby* on page 7.)
3. **Choral reading.** After reading the first story in *The New Round About*, the children would especially enjoy the verse "The Duck" from *Let's-Read-Together Poems*. (See page 14 of this Guidebook for a description of the anthology.)

UNIT 2

Home Again (pages 10-11)

The Pet Show (pages 12-15)

Materials Needed

Pocket Card Holder

Word Cards:	basket	catch	No	show	They
	carry	everyone	ribbon	there	your

Initial Procedure

Introducing new words and meanings (*there, show, they, everyone*). (Have the following sentences on board.)

There it is.

It is a good show.

I want everyone to go.

They will like it.

One pointing word is—(Write *this*.) Another one is—(Write *that*.) Today we have another pointing word. If I were to ask, "Where is my book?" you might say, "I see it over there." (Hold up word card *there*.) Or you might point and say—(sentence 1). The new pointing word is—(Add *There* to card holder.)

We will have a movie this morning. I am sure—(sentence 2). This word is another name for a movie. You found out that it said—(Add *show* to card holder.)

I might say, "I want all of you to go." But I will say *all* in a different way. (Indicate and read sentence 3.) Show me the word which means *all*. *Everyone* is a compound word. The first word I see in it is—(Underline *every*.) The other word is—(Underline *one* and add *everyone* to card holder.)

I might say, "The boys and girls will like it." Or I might use another word which means boys and girls. Here it is. (Indicate *They*.) You know how it begins. This part—(underline *ey*) says "ā." So the new word is—(Add *They* to card holder.) Who is ready with the sentence?

Silent Reading

Contents page. *Locating information; Drawing inferences.* What will happen to the duck when Jerry goes home? The title of the next story makes me know that that question will be answered today. Why do I think so? The title of the third story gives a clue as to something interesting which may happen. Read that title. What may happen?

Page 10. *Gathering information.* The picture answers our question, doesn't it? Now read page 10 silently. Jerry tells Alice three things she did not know before. What are they? Now show me the new word. (*catch*) What does this card say? (Add *catch* to card holder.)

Page 11. *Gathering information.* Before you read, be sure you know the name of this letter. (Write *o*.) You will need it to get a new word. Alice has some news for Jerry. Read the page and find out the news. You found out that this word (add *No* to card holder) says—.

Page 12. *Picture interpretation.* How many different kinds of animals will there be at the pet show? What do you think this is? (Indicate blue ribbon.) What color is it?

Skimming. You know how *ribbon* begins. Skim page 12. How many times can you find the word *ribbon*? Some very smart person might be able to read the words on the blue ribbon. Do you know what the second prize would be? The third? (Add word card *ribbon* to card holder.)

Specific detail. One of the pets you see in the picture is not told about in the story. Read the page to see which one it is. Of course you had no trouble with this word. (Add *basket* to card holder.)

Page 13. *Gathering information.* You won't forget this word (indicate *They*) because you know that this part (indicate *ey*) says "ä." Will the man at the pet show give the prize to the best-looking pet? Will that pet have to prove that he is best? Read and see.

Page 14. *Gathering information; Drawing inferences.* Read four lines. What could three of the pets do? Do you think catching a fish is as good a trick as those tricks, or not so good? Then what do you think may happen? This new word in the first line said—(Add *carry* to holder.)

Now finish the page. Jerry has some trouble. What is it?

Page 15. *Picture interpretation; Drawing inferences.* Where do these people seem to be going? Why? Instead of saying "all these people," we might say—(Indicate *everyone*.) If you see the little word—(write *your* and underline *you*), you can get the new word. (Add *your* to card holder.)

Verifying inferences. Now read the page. Did the man really help Jerry out by going down to the river?

Predicting outcomes. What do you think may happen in the next story?

Oral Reading

Exclamation marks. Remember, when you see an exclamation mark (make one on board), you must show by your voice that you are excited, surprised, or in a great hurry. Can you find an exclamation mark on page 10? Can you read to show how surprised Alice was? (Continue in similar way.)

Vocabulary review. How well do you remember the new words? You must know this word (indicate *catch*) if you wish to read page 10. (Use *show*, *No* for page 11; *basket*, *ribbon* for 12; *They* for page 13; *carry*, *there* for 14; *everyone*, *your* for page 15.)

Word Recognition Techniques

Word analysis. You know how this word (write *catch*) begins. Maybe you saw this little word inside. (Underline *at*.) Perhaps you even know what this word says—(Underline *cat*.) The last sound is—

Can someone draw a line under the first word you see in—(write *Everyone*)? The second word?

Integrating reading, writing, and spelling (phonetic parts). This word is—(write *now*), and this part says—(Underline *ow*; wait for sound to be given; then erase word.) Maybe someone could write the word *now*. (Continue with *cow*, *how*. DO NOT FORCE SPELLING. HAVE FUN WITH THESE ACTIVITIES DAY AFTER DAY, AND SPELLING WILL EMERGE.)

But sometimes this part (write *ow*) has another sound. What does it say in—(write *show*; wait for suggestion "ō"; then erase word)? Could someone write *show*? (Continue with *bow*, *low*.)

Consonant blends. It takes two letters to begin the word *green*. Show me how *green* begins, and I will finish the word for you, or maybe you could finish the word yourself.

Vocabulary Enrichment and Extension

Word concepts. (Hold up word card *show*.) Another name for a movie is a—. I will show you how to skate. What does *show* mean in that sentence? (teach)

The word which is the opposite of *in* is—(*out*). What did the judge mean when he told Jerry he would help him out? (out of trouble)

Supplementary Activities

1. *Workbook for The New Round About*, pages 4, 5, 6, 7, 8, 9.
2. **Independent reading.** Pupils may read, at their seats or in groups, the pages noted in the following primers.
Fun with Dick and Jane, pages 18-21. (Give help on page 19 with *baby*; on page 20 with *who*.)
Through the Gate; pages 10-13. (Give help on page 10 with *Daddy* and *stop*.)

UNIT 3

The Blue Ribbon (pages 16-18)

Materials Needed

Pocket Card Holder

Word Cards: carry	farm	him	show	water
catch	fisherman	ribbon	Thank	your
everyone	Grandmother	river	they	

Silent Reading

Contents page. *Locating information.* Will Quack, Quack get the blue ribbon? That question will be answered today. Locate

the title of the new story and find out why I think so. Now turn to the page on which the story begins.

Page 16. *Gathering information; Associating the experiences and feelings of story characters with one's own feelings and experiences.* A quick look at the pictures tells us something very important. What is that?

If you were Jerry, what would you say to your duck as you put him down on the water? Suppose he didn't catch a fish. What would you say? Now read the page. What happened? This new word didn't trouble you at all. (Add *water* to card holder.)

Page 17. *Gathering information; Associational reading.* How many tries did Quack, Quack have to have? If you had been in the crowd, would you have done what everyone else did? Read and see.

Page 18. *Picture clues.* Did the judge agree with the rest of the people? Can you answer without reading?

Gathering information. When the judge gives Quack, Quack the first prize, two things happen. Read the page and find out what they are.

You knew how this word begins (add *Thank* to holder), so you knew that it said—.

Page 19. We have come to the end of the story, and this word says *end*. (Write *end*.) If you are smart, you know what it says now. (Add *m* to form *mend*.) If you are still smarter, you know what it says now. (Add *er* to form *mender*.) Now maybe you can read the signs and the story title, also. What kind of work would a toy mender do?

Oral Reading

Exclamation marks. How many exclamation marks can you find on page 16? Jerry is very worried for fear Quack, Quack will not get that prize. Read the sentences and make us feel like Jerry. (Continue in same way.)

Organization; Following a series of events in sequence. (Have the following sentences arranged in three groups on the board.)

- _____ Alice told Jerry about the pet show.
- _____ Jerry went to see Grandmother.
- _____ Jerry came home again.
- _____ The man looked for the best pets.
- _____ Quack, Quack went to the pet show.
- _____ Three pets showed what they could do.
- _____ Everyone went down to the river.
- _____ Quack, Quack got the blue ribbon.
- _____ Quack, Quack did not catch a fish.
- _____ Quack, Quack got a wee little fish.

Find the sentence which tells what happened first in the story and number that sentence 1. Read the page which goes with the sentence. (Continue in similar fashion.)

Word Recognition Techniques

Establishing methods of word recognition; Vocabulary review. What is the first thing to do when you come to a word you do not know? (Think how it begins.) The next thing? (Jump over it and read the rest of the sentence.) The third thing? (Look for picture clues.)

It helps, also, to think how words end. This word (add *river* to card holder) says—, and this word says— (add *ribbon*). (Repeat with *catch* and *carry*.) This word (add *him*) cannot say *his*. It must say—. This word does not say *you*. (Add *your*.) It says—.

Another good thing to do is to see little words in big words. If you do that, you know that this word (add *Grandmother*) says—, and this word (add *fisherman*) says—, and this word says—(add *everyone*).

Look, also, for parts you know. The part *ar* (give sound) helps you to know that this word (add *farm*) says—. (Repeat with *show* and *they*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 10, 11, 12.
2. Independent reading.
Fun with Dick and Jane, pages 10-13. (Give help with *guess*, page 10; *family*, page 13.)

Through the Gate, pages 24-29. (Give help with *yellow*, page 24; *has*, page 25; *must*, page 27.)

3. **Textfilm.** See Textfilm manual.

UNIT 4

The Toy Mender (pages 19-21)

Materials Needed

Pocket Card Holder

Word Cards: called far if make mend Mender

Initial Procedure

Introducing new words and meanings (all words listed). Yesterday we found out that this word says—(Write *end*.) Now it says—(Add *m* to form *mend*.) And now it says—(Write *Mender*.) If you know what this part says—(write *far* and underline *ar*), you know what the word says. This word (write *all*) says—. Now it says—(Add *c* to form *call*.) And now it says—(Write *called*.)

Jerry found some wood and started to—(Write *make a boat*.) If you know the name of this letter (indicate *a* in *make*), you know that the word is—. Jack saw Jerry at work. "Make me one, too," he said. Jerry said—(write *I will if I can*.) This word (indicate *if*) is the word to watch especially. It says—. Now how quickly can you climb the word ladder? (Add all word cards listed above to card holder.)

Silent Reading

Contents page. *Locating information.* The quickest and safest way to find the page upon which a story begins is to use the contents page. Use the quick, safe way.

Page 19. *Gathering information.* Read the page, keep your mind on the story, and be ready to answer my questions. (*How far was the store from Alice's house? What did the store look like? Who liked to go there? Why could Alice and Jerry go alone?*)

Page 20. Picture clues. I know what The Toy Mender will do this morning. Do you? Can someone read the words on the can and the bag? What is "filling for toys"?

Gathering information. Now read silently. Find out where The Toy Mender got his name, what he could do, and what other people thought about him.

Page 21. Verifying information. You found out that The Toy Mender was a good workman. Read this page and be ready to prove that he was.

Oral Reading

Organization; Main ideas. (Lead pupils to suggest that the most important thing told about on page 19 is The Toy Store; on page 20, The Toy Mender; on page 21, What The Toy Mender Could Do. Then write the three headings on the board, have them numbered in sequence, and have the page which goes with each heading read.)

Word Recognition Techniques

Integrating reading, writing, and spelling; Final consonant sounds. Listen as I say *will, doll, ball*. What did you discover about the way the words end? Let's prove that you are right. (Write the three words, directing attention to the double *l* at the end of each.) Could someone add *call* to our list? (Continue with *fall, tall, and wall*.)

(Write *in, it, is, if*.) What do you notice about these words? Since they all begin with the same letter, all you have to do is to think how each one ends. (Erase words.) Who will write *in*? (Continue with other words.)

Initial consonant blends. Alice lived in a *pretty* white house. (Write *pretty* and underline *pr*.) Remember, it takes two letters to begin the word *pretty*. (Erase word.) Show me how *prize* begins, and I will finish the word for you. (Continue with *present, stay, green, blue*.)

Vocabulary Enrichment and Extension

Word concepts. The children like to go to the toy store. What does *like* mean? (enjoy) The Toy Mender is old, like Mr. Carl. What does *like* mean? (the same as)

Supplementary Activities

1. *Workbook for The New Round About*, pages 13, 14, 15.
2. Independent reading.

Fun with Dick and Jane, pages 14-17. (Give help with *yellow*, page 17.)

Through the Gate, pages 18-23.

Up the Street and Down (American Book Co.), pages 10-18.
(Give help with *we*, page 10.)

UNIT 5

The Broken Doll (pages 22-25)

Materials Needed

Pocket Card Holder

Word Cards: broken cried fell once tune work

Initial Procedure

Introducing new words and meanings (*broken, work, once, tune, cried*). Since all toys brought to The Toy Mender's store need to be mended, they must all have been—(Write *broken*.) Remember, this word begins like *brown* (underline *br*), and the name of this letter (indicate *o*) is—. The toys were bro_____. (Wait for suggestion *broken*, and add word card *broken* to card holder.)

Mending broken toys is hard—(Write *work*.) If I tell you that this part (underline *or*) says—(give sound), you know that the word is—(Add *work* to card holder.)

When we do something quickly, we do it suddenly or—(Write *All at once* and have phrase read.) *Once* is a difficult word. A good way to remember *once* is to remember this phrase. (Have phrase reread and *once* added to card holder.)

Father brought Jerry a horn. Before long Jerry could play a—(Write *tune*.) The name of this letter (indicate *u*) is “ü.” Jerry could play a tu_____. (Add *tune* to holder.)

One day Alice fell and cut her knee badly. Of course she— (Write *cried*.) This word begins like *cross*. (Underline *cr*.) The name of the next letter is—. Alice cri——. (Add *cried* to card holder.)

Silent Reading

Contents page. *Locating information.* There is work ahead for The Toy Mender today. Locate the title of the new story and find out why.

Page 22. *Picture clues.* You can tell without reading whose doll is broken and what part of the doll is broken.

Gathering information. But the picture can't tell us why the accident happened. Read the page and find out why. This word you worked out is—(Add *fell* to holder.)

Page 23. *Picture clues.* Again the picture suggests where Alice is going.

Gathering information. But the picture can't tell whether The Toy Mender can fix that arm so that the patches won't show. Read and see if he can.

Page 24. *Picture clues.* Why do you suppose Alice sits so quietly on a chair? At what toy do you think she is looking? I know why The Toy Mender could fix Betsy Lee's arm so well. What do you see which gives away the secret?

Verifying inferences. Read to find the real reason why Alice sits so quietly. Did we choose the right toy?

Page 25. *Gathering information.* Read four sentences. Find out two special things about this box.

Associational reading. If The Toy Mender told you those two things about that box, what would you say? Read the next three lines. Is Alice like you?

Gathering information. Why hasn't The Toy Mender mended that box long before this? Finish the page and find out. Do you know another name for a box which can play a tune? (Have a music box to show if possible.)

Oral Reading

Organization; Main ideas. (Have pupils decide that the most important thing told about on page 22 is that *Betsy Lee is broken*. Continue with main ideas for other pages.)

Word Recognition Techniques

Integrating reading, writing, and spelling (final sounds). Did you notice that it took two letters to finish the word—(Write *fell* and underline *ll*.) If you keep your eye on this letter (indicate *e*; then erase word), maybe someone could write *fell*. Maybe someone could write *tell! Bell! Sell!*

This sound (write *sh*) is often heard on the ends of words. I hear it on the end of—(Write *fish*.) Watch this letter carefully. (Indicate *i* and erase word.) Who could write the word *fish*? (Continue with *wish* and *dish*.)

Since *in*, *it*, *is*, *if*, all begin with the same letter, can someone write *if*? (Continue with other words.)

Initial consonant blends. It takes two letters to begin the word *cried*. (Write *cried*; underline *cr*; then erase word.) Show me how *cried* begins, and I will finish the word for you. (Continue with *store*, *pretty*, *blue*, *green*, *broken*.)

Vocabulary Enrichment and Extension

Word concepts. When Alice fell, she—(Write *cried*.) Sometimes *cried* has a different meaning. "Come here, Jerry," cried Jack. What does *cried* mean in that sentence?

Supplementary Activities

1. *Workbook for The New Round About*, pages 16, 17, 18.
2. Independent reading.

Fun with Dick and Jane, pages 22-25.

Through the Gate, pages 14-17. (Give help with *bed* and *sleep*, page 15; *we*, page 17.)

Up the Street and Down, pages 6-9. (Give help with *fun*, page 6.)

UNIT 6

The Tune Box (pages 26-28)

Materials Needed

Pocket Card Holder

Word Cards:	broken	every	gay	make	once
	called	far	hear	mend	tune
	cried	fell	if	Mender	work

Initial Procedure

Introducing new words and meanings (*every, gay, hear*). Another word for *all* is—(Write *everyone*.) The first word you see in *everyone* is—(Underline *every*.) This word says—(Add *every* to holder.)

Alice was feeling very happy. She was feeling very—(Write *gay*.) Since you know this part (underline *ay*), you know the word says—. Another word for *happy* is—(Add *gay* to holder.)

This word says—(Write *here*.) This word *here* often means a place. You are *here* in this room. We have another word which says *hear*. We use it when we talk about things we *hear* with our ears. This is the new word *hear*. (Write *hear* under *here*.) The interesting thing about this word is that right inside it is the little word *ear*. (Underline *ear* in *hear*.) Which word means a place? Which means something we do with our ears? What little word is inside *hear*? What does this card say? (Add *hear* to card holder.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* When I read the title of the new story, I think something may have happened. See if you feel that way.

Page 26. *Picture clues; Drawing inferences.* Have you any idea what Alice and The Toy Mender may be talking about?

Verifying inferences. Now read to see if we were good thinkers. What is the conversation about?

Page 27. *Picture clues; Drawing inferences.* The minute you see the picture, what do you decide has happened? Why?

Verifying inferences. Now read and prove that our thinking was

correct. Show me the word in the card holder which tells what kind of tune the box played.

Page 28. *Picture clues.* What does Alice have and where is she going? Is this what you thought would happen?

Gathering information. Maybe The Toy Mender just loaned the tune box to Alice for a few days. Read and see.

Page 29. *Picture clues; Drawing inferences.* Jack on the step with his head in his hands! I don't think this picture goes with the title at all. What is the title? If there is work to do, why does Jack just sit?

Oral Reading

Audience reading. (Choose, or have pupils choose, seven children. Assign each child one of the stories which have been read so far. Have each child prepare to read his story in the most interesting way he can.)

Word Recognition Techniques

Word analysis. If you remember that this word says—(write *end*), you know that this word (add *mend* to card holder) says—, and this one says—(add *Mender*). This word says—(write *all*), now it says—(add *c* to form *call*), and now it says—(add *called* to card holder). This word says—(write *everyone*), and this word says—(add *every* to card holder). This word says—(write *ear*), and this one says—(add *hear* to card holder).

If you see a part you know, it will tell you that this word says—(add *far*) and this one says—(add *gay*) and this one says—(add *work*).

The letter *i* helps you to know that this word says—(Add *cried*. Continue with *o* for *broken*, *a* for *make*, *u* for *tune*.)

Look at the way this word ends, and you will know that it cannot say *fed*. It must say—(Add *fell*.) This word (add *if*) cannot say *in*. It must say—. If you remember the phrase which means "suddenly," you know that this word says—(Add *once*.)

Integrating reading, writing, and spelling (phonetic parts). If you remember that this part in the word *work* (write *work* and underline *or*) says—, maybe someone can write the word *work* if I erase it from the board. Could someone write *word*? *Worm*?

Final sounds. What do you know about this part in the word

her? (Write *her* and underline the *er*.) We often hear this part on the end of words. (Erase *her*.) If I write *river*, all but the last sound, will you finish it for me? (Continue with *water*, *mother*, *father*.) Here are two new words. (Write *brother*, *brought*.) One says *brought*; I brought in the paper. One says *brother*. Which one says *brother*?

Vocabulary Enrichment and Extension

Word concepts. The Toy Mender had work to do. What does *work* mean in that sentence? (jobs) The tune box works just like new. What does *works* mean? (goes) I opened the case of my watch to look at the works. What do I mean by the *works*?

Supplementary Activities

1. *Workbook for The New Round About*, pages 19, 20, 21.
2. Independent reading.
Fun with Dick and Jane, pages 26-29. (Give help with *cars*, page 26; *cookie*, page 29.)
Up the Street and Down, pages 19-22. (Give help with *hill* and *street*, page 19; *stop*, page 21.)
3. Textfilm. See Textfilm manual.

UNIT 7

Work to Do (pages 29-31)

Materials Needed

Pocket Card Holder

Word Cards: money of pear tree truck wagon

Initial Procedure

Introducing new words and meanings (*money*, *of*). Mending toys is The Toy Mender's way of earning his living. He does it—(Write *to make money*.) Think how the new word begins. Let the phrase help you. Then this card says—(Add *money* to card holder.)

He buys food with—(Write *some of his money*.) Jump over the new word and let the phrase help you. Then this card says—(Add *of* to card holder.) Who will read both new cards?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 29. *Gathering information.* Read the entire page. Find out what Jack did and did not want to do.

Page 30. *Picture clues.* Does the picture give you any ideas which might help Jack out?

Skimming. I see two things in the picture which begin like *train*. Do you? In the word *tree* I hear the sound "ē." Skim pages 30 and 31. How many times can you find *tree*? The word *trees*? Since *truck* begins like *tree*, skim to see how many times you can find *truck*. The word *trucks*! (Add *tree* and *truck* to holder.)

Gathering information. Now read page 30. Does Jack get any new ideas? What is he thinking about?

Page 31. *Skimming.* You know how *wagon* begins. How many times can you find it? What is growing on this tree? Skim and see how many times you can find *pear*! *Pears*! (Add *wagon* and *pear* to holder.)

Gathering information. Something happens to give Jack an idea. Read the page and find out what happens.

Predicting outcomes. What do you predict will happen when we read the next story?

Oral Reading

Organization; Main ideas. The one who can tell me the most important thing told about on page 29 (*Jack wants to make money*) may read the page. (Continue in similar fashion.)

Word Recognition Techniques

Integrating reading, writing, and spelling (phonetic parts). What does this part say in the word *girl*? (Write *girl* and underline *ir*; then erase word.) Since you know how *girl* begins and ends, could someone write the word? Could someone write *bird*?

(Final sounds). This word says—(Write *on*.) This one says—(Write *oh*.) And the new one we had today says—(Write *of*.) What do you notice about these words? (Erase words.) Who could write *of*? *On*? *Oh*? (Review *in*, *if*, *is*, *it*.)

Initial consonant blends. Remember, it takes two letters to begin the word *train*. (Write *train*; underline *tr*; then erase word.) Show me how *truck* begins, and I will finish it for you. (Continue

with *tree, pretty, brown, blow, stay, grow, cried*. Let pupils finish any words they are sure of.)

Vocabulary Enrichment and Extension

Word concepts. What do you do when you make money? Then another word for *make* is—(*earn*).

Jack saw a big red truck. A *truck* is a big—(*auto*). Yesterday I said to John, "Will you please pick up this truck?" What did I mean by *truck*?

Supplementary Activities

1. *Workbook for The New Round About*, pages 22, 23, 24.
2. Independent reading.

Fun with Dick and Jane, pages 30-33. (Give help with *where*, page 30.)

Through the Gate, pages 30-32. (Give help with *squirrel*, page 32.)

Up the Street and Down, pages 30-35.

UNIT 8

Pears to Sell (pages 32-34)

Materials Needed

Pocket Card Holder

Word Cards: door lady penny sell someone Who

Initial Procedure

Introducing new words and meanings (*who, penny, someone*). Our question word is—(Write *What*.) Jerry saw a boy he did not know. "Hello," he said. (Write *Who are you?*) You found out that the new question word is—(Add *Who* to holder.)

Today we will read about a piece of money. It can't be a dime or a nickel because it does not begin like either of those words. It must be a—(Write *penny* and underline the *p*.) Then this card says—(Add *penny* to card holder.)

This compound word says—(Write *something*.) The first word you see in it is—(Underline *some*.) The other word is—(Underline *thing*.) Then this compound word says—(Write *someone*.) This word says—(Add *someone* to holder.)

Silent Reading

Contents page. *Locating information.* If you think of what Jack intends to do with those pears, you can locate the new word (*sell*) in the title, read the title, and turn to the page on which the story begins.

Page 32. *Gathering information.* Read the entire page. How much did Jack charge for his pears, and how many did he sell?

Exercising judgment; Drawing conclusions. What do you think is the matter? Why will no one buy pears?

Page 33. *Gathering information.* Jack is very smart. He figures out why he can't sell pears. Read six lines. Is his reason the same as ours?

Gathering information. Jack figures out that this house is a good one to go to and that someone is at home. Finish the page. What makes him figure out things that way? This word says—(Add *door* to card holder.)

Page 34. *Context clues.* Think how the new word begins. Let the sentence help you. Read just one sentence. Who came to the door? (Add *lady* to holder.)

Gathering information. Does Jack's luck change? Read eight lines, eight sentences, and find out.

Now finish the page. Does anything make you think that Jack's luck may change now? Why?

Page 35. Since someone called Jack, it looks as if someone wanted pears. That someone's name is in the title. (Read the name *Pauline* for pupils.) *Pauline* is generally the name for a—(girl or woman). Maybe there will be a little girl eating Jack's pears when we read again.

Oral Reading

Vocabulary review. The one who knows these two words (hold up *sell*, *penny*) may read page 32. (Continue with *door*, *someone* for page 33; *lady*, *who* for page 34.)

Word Recognition Techniques

Initial consonant blends. Show me how *cried* begins, and I will finish the word for you. (Repeat with *grandmother*, *broken*, *truck*, *blue*, *play*, *pretty*, *store*, *snow*.)

Integrating reading, writing, and spelling (phonetic parts). In this word (write *too*) this part (underline *oo*) says—. (Erase word.) Could you use that part and write *soon*? (Repeat with *moon*, *noon*.)

But sometimes this part has another sound. What does it say in—(write *look*)? (Underline *oo* and be sure sound is correctly given.) Could you use this part and write *book*? *Cook*? *Hook*? *Took*?

Supplementary Activities

1. *Workbook for The New Round About*, pages 25, 26, 27.
2. Independent reading.

Fun with Dick and Jane, pages 34-38. (Give help with *four*, page 35.)

Through the Gate, pages 33-37. (Give help with *nut*, page 34.)

Up the Street and Down, pages 36-40.

UNIT 9

Pears for Pauline (pages 35-40)

Materials Needed

Pocket Card Holder

Word Cards: bank many much Pauline put took
 How monkey organ pennies some twenty

Initial Procedure

Introducing new words and meanings. If you know this compound word (write *someone*), you know that this word says—(add *some* to card holder). If you know what this part says in *look* (write *oo*), you know that this word says—(add *took*). If you know what this part says in *now* (write *ow*), you know that

this word says—(add *How*). This number says—(write 20), and this word says—(add *twenty*). Make this word (add *bank*) rhyme with *thank*, and you will know that it says—. If you have more than one—(write *penny*), you have some—(add *pennies*).

Now can you answer this question? (Write *How many pennies have you?*) Then this word says—(Add *many* to card holder.) Can you answer this question, also? (Write *How much money have you?*) Think how this word (indicate *much*) begins and ends. It says—(Add *much*.) I hope—(Write *You put your money in your bank*.) Think how this word (indicate *put*) begins. Let the sentence help you. This word (add *put*) says—. You remember the name—(Add *Pauline*.) Who can read five words and use each one in a sentence? Who can read the other five?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 35. *Gathering information.* Read five sentences carefully. Find out who came to the door of the pretty white house. Now finish the page. Was it Mr. Green who called, "Come here, boy?" Who do you think Pauline is?

Page 36. *Picture clues.* Have you changed your mind about Pauline?

Specific details. Read the page carefully. Find out exactly what words that parrot could say.

Page 37. *Specific detail.* Read six lines. Find out exactly how Pauline said, "I want some more."

Associational reading; Gathering information. Finish the page. Find out why Pauline is very much like you are when you see a candy box. Can you answer the last question?

Page 38. *Picture detail.* I don't believe Jack could answer that question right off. Why do I think so?

Specific detail; Associational reading. Read to find out exactly how many pears Jack had when he started out. You had better do some good thinking or I will catch you. How would you answer the last question? (Bring out the fact that Jack really had twenty-one pears.)

Page 39. *Gathering information.* If Jack had twenty-one pears altogether, how many pennies should he get? He doesn't get that many. Read the page and find out why.

Page 40. *Picture clues.* It looks to me as if Jack will not spend even a penny for candy. How do I know?

Verifying inferences. Now read the page and prove that the picture tells the truth.

Predicting outcomes. What do you think will happen the next day and the next, as long as the pears last?

Page 41. It looks as if we will have a grand good time with this next story. What is the man playing? How does it work? Then of course someone can read the title. The two new words are—(Add *organ* and *monkey*, and have cards read.)

Oral Reading

Marks of punctuation. (Proceed as in previous units.)

Audience reading. (Choose three pupils who need practice in fluent, expressive oral reading. Assign to each, one of the stories about Jack. Have them reread the stories for the group. Have the rest of the group tell what the readers did which made the reading interesting.)

Word Recognition Techniques

Sight vocabulary. The three pointing words are—(Write *this*, *that*, *there*.) The two question words are—(Write *What*, *Who*.) If you remember a phrase which means “suddenly,” you know that this word says—(Write *Once*.) Don’t forget to look carefully at the way these words begin. What do they say? (Write *of*, *if*.) Don’t forget what Jerry did with his pennies. (Write *put*.) (Have pupils play “Watch Me Go” to read and erase all words from board.)

Vocabulary Enrichment and Extension

Word concepts. Jerry put his money into a bank; what is a *bank*? Father works in a bank; what does *bank* mean in that sentence? (Continue with *snowbank*, *riverbank*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 28, 29, 30.
2. Independent reading.
Fun with Dick and Jane, pages 39-44.
Through the Gate, pages 73-79. (Give help with *made*, page 75; *fast*, page 77.)

Up the Street and Down, pages 41-45. (Give help with *things*, page 43; *soon*, page 44.)

3. **Textfilm.** See Textfilm manual.

4. **Tests.** Before beginning the next unit, give the informal tests on pages 31 and 32 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores.

At this point, test each pupil individually on the word cards for the new vocabulary of *Round About*. Which words are not recognized automatically? Stress these words in the following (absorption) unit of the reader.

UNIT 10 (Supplementary)

Introducing Paragraph Form and the Meaning of the Paragraph

Introducing the terms "illustration," "print," "margins," "indented." Turn to page 21. The first thing you notice on this page is the—(picture). I know another name for *picture*. We call a *picture* an *illustration*. (Write *illustration*.) Maybe some smart person could use the word *illustration* the next time he talks about a *picture*. Anyway, you will know that an illustration is a—.

The words of the story are printed upon the page by a printing machine. The words are in print. Show me the print. Read one word that is in print. (Write *print*.)

These white spaces around the print are called *margins*. (Write *margins* and illustrate what is meant by running your finger along the margins.) Hold up your left hand. Now find the white space at the left side of the page. This is the left margin.

What do you notice about the first line on the page which makes it a little different from all the other lines? Yes, the first line begins *in* a little farther. We say that it is *indented*. (Write *indented*.)

Do you notice that all the other lines begin at the same distance in from the edge of the page? (Illustrate what is meant.) That

makes the left margin of the print straight, or even. (Hold a ruler in perpendicular position to show what is meant.)

Now suppose we see how well you remember. Put your finger on the illustration. On the print! On the left margin! On the line which is indented! Do you want to know why that line is indented?

Developing meaning of the term *paragraph*. When the person who wrote this story wanted to tell all the things The Toy Mender could do, she did not want to sprinkle the sentences all through the story. She wanted to put them together in one place. We call that place a *paragraph*. (Write *paragraph*.) She wanted you to know where that paragraph began. So she indented the first line. You can always tell where a paragraph begins because the first line is indented. There is just one paragraph on this page because there is only one indented line. How many sentences are in this paragraph?

Let's see if every sentence tells what The Toy Mender can or likes to do. (Check each sentence.)

Developing ability to identify paragraphs. Now turn to page 19. How many indented lines do you see? Then how many paragraphs are there? How many sentences are in the first paragraph? In the second?

These marks (make quotation marks on board) are called *quotation marks*. We put them around the words which people say in a story. When quotation marks are printed, they take up the same space as a letter. Don't let quotation marks bother you. How many indented lines can you find on page 20? (Help pupils to see that the next to the last line is not indented.) Then how many paragraphs are there? How many sentences are in the first? The second! The third!

Remember that all the sentences which tell about one thing go together in a story. They go into a place called a *paragraph*. (Indicate word on board.) You can tell where a paragraph begins because the first line is indented. Some pages have one paragraph. Some have more than one. When we read the next story, we will discover how many paragraphs there are on each page.

UNIT II

Breakfast for Two (pages 42-49)

Materials Needed

Pocket Card Holder

Word Cards: funny next shining town
 give road sun

Initial Procedure

Introducing new words and meanings (*sun, funny, next*). This word rhymes with *run*. (Write *sun*.) So it says—. This word rhymes with *run* also. (Write *fun*.) You know how this word ends, so you know that it says—(Write *funny*.) This part in this word says—(Write *next*, underline *ex*, and give sound.) So the word says—. Who will read all four words and use each one in a sentence? (Put *funny, next*, and *sun* in card holder.) Who will read these cards?

Silent Reading

Contents page. *Locating information; Drawing inferences.* The minute I read the title of the first story in this part of our book, I know what time of day it is. Locate the title and see if you do.

Identifying paragraphs. (ON EACH PAGE HAVE PUPILS DETERMINE THE NUMBER OF PARAGRAPHS BEFORE SILENT READING BEGINS.)

Page 42. *Picture clues; Gathering information.* How many things can you find out about the organ man and his monkey from the picture?

Verifying inferences. Now read the page. Does the story give the same information as the picture? What does the picture tell that the story doesn't tell? This new word says—(Add *road* to card holder.)

Page 43. *Picture clues.* The organ man must be getting hungry. Have you any idea what he wants first for breakfast?

Gathering information. Read the entire page. Find out where the road ran. Find out what the organ man can't do.

Page 44. *Gathering information.* Something very interesting happens on this page. Find out exactly what happened. Because you saw the part *ow* (give sound), you knew that this word said— (Add *town* to card holder.)

Page 45. *Picture clues.* I believe that breakfast is coming nearer. What do you see that makes me think so? (town) The organ man must be getting hungrier, also. What is the next thing he wants for breakfast?

Gathering information. Read and make up your mind whether that organ man is rich or poor. He has a good idea. Find out what that is.

Page 46. *Gathering information.* The organ man tries out his idea. Read the page. How does it work out?

Associational reading; Predicting outcomes. If that were your monkey and the little old lady said that to you, what would you do? What do you think the organ man will do? This word that you worked out for yourself is—(Add *give* to card holder.) You also found out that the sun was—(Add *shining*.)

Page 47. *Picture clues.* The organ man's appetite is growing. What is he wishing for now?

Gathering information. Is this the gate of the little old lady's house? Read the page and be able to prove whether it is or is not. Do you think the organ man's idea will work this time? Turn and see if your thinking is correct.

Page 48. *Gathering information.* Did the organ man have to rescue his monkey from the dog, or did Little Monkey know how to take care of himself? Read and see.

Page 49. *Picture clues.* The organ man grows still hungrier. What does he want now?

Gathering information. Did the organ man try again, or did he give up his plan? Read and see.

Predicting outcomes. How do you think everything is going to turn out?

Oral Reading

Audience reading. (Choose the eight best readers in the group. Assign each one a page and have them reread the entire story orally. Have the rest of the group listen to decide what makes the reading so interesting.)

Word Recognition Techniques

Integrating reading, writing, and spelling (final sounds). Listen as I say *talk, walk*. My ears tell me that the words rhyme. They also end with the same sound. Let's prove that they do. (Write words and direct attention to final *k*; then erase words.) *Look, talk!* What do you know about the way these words end? Could someone write *look*? (Continue with *cook, book, took, hook*.) Here are two new words. (Write *ask, answer*.) One says *ask*; ask me a question. The other says *answer*. Which one says *ask*?

(Phonetic parts). This part (write *ow*; then erase) helped you to get the word *town*. Could someone write the word *town*? (Continue with *down, brown, how, cow, crown*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 33, 34, 35.
2. Independent reading.

Fun with Dick and Jane, pages 46-49. (Give help with *Grandfather*, page 46.)

Through the Gate, pages 38-43. (Give help with *trailer*, page 40.)

Up the Street and Down, pages 23-28.

UNIT 12

Mr. Carl and Little Monkey (pages 50-53)

Materials Needed

Word Card: danced

Silent Reading

Contents page. *Locating information; Drawing inferences.* We hoped that someone would give the organ man and his monkey some breakfast. I believe someone will. Locate the title of the new story and see if you feel as I do.

(Have the following questions on the board.)

1. How did Mr. Carl feel this morning?
2. What was the matter with the gate?
3. Who mended the gate?
4. How did Little Monkey get up on the gate?
5. What did Mr. Carl want the man to do with his monkey?
6. How much money did the man want for his monkey?
7. Who had to work for his breakfast?
8. Was the monkey the only one who had to work?
9. How many tunes did the organ man play?

Pages 50-51. Picture clues. Suppose Mr. Carl were not at the gate. Could you still tell which was his house? Can you tell from the picture how Mr. Carl feels about monkeys?

Gathering information to answer questions. Can you read both pages silently, keep your mind on the story, and then read questions 1, 2, 3, and 4 to yourself and be ready to answer them? There won't be any new words in your book, but there will be in the questions. Remember what to do to get them.

Pages 52-53. Picture clues. The organ man grows hungrier and hungrier. If you know the name of this letter (write *O*) and can find it on the box, maybe you will know what he wants for breakfast now.

Skimming. What did Little Monkey do for Mr. Carl? Since you know how *danced* begins, skim page 53 to see how many times you can find it. Then this card (hold up *danced*) says—.

Gathering information. Now read both pages and be ready to answer the rest of the questions.

Oral Reading

Audience reading. (Choose one child to read the entire story. Have the rest of the group listen for one good thing which made the reading interesting.)

Word Recognition Techniques

Integrating reading, writing, and spelling (phonetic parts). Can you use this part (write *ar* and have sound given) to write *Carl*? (Continue with *farm, barn, far.*)

(Final sounds). (Review the writing of *in, if, is, it.*)

Initial consonant blends. If you show me how *truck* begins, I will finish the word for you. (Continue with *broken, cried, grandmother, blue, pretty, please, stay.*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 36, 37, 38.
2. Independent reading.

Fun with Dick and Jane, pages 50-55. (Give help with *horses*, page 50; *fast*, page 52.)

Through the Gate, pages 44-47. (Give help with *over*, page 44.)

Up the Street and Down, pages 60-64. (Give help with *tell*, page 60; *know*, page 61.)

UNIT 13

Breakfast with Little Monkey (pages 54-60)

Materials Needed

Word Card: bed

Silent Reading

Contents page. *Locating information; Drawing inferences.* Little Monkey must have earned his breakfast. Read the title of the new story, and find out why I know.

(Have the number of paragraphs on each page identified before silent reading is begun. Have the following questions on the board.)

1. Who was not at home that morning?
2. What did Alice and Jerry have for breakfast?
3. Who ran to Mr. Carl's house
with Alice and Jerry and Jip?
4. How long did the organ man stay?
5. Could the big green bird say something new?

Pages 54-55. *Picture clues.* Some people you know are certainly getting out of bed in a hurry. Explain why.

Skimming. How quickly can you find the word *bed*? Then this card (hold up *bed*) says—.

Gathering information. Now read pages 54-55; then read the first three questions silently. Be ready to answer them.

Page 56. *Picture clues.* I can almost tell from the picture what those children are doing, can you? Can you explain Jip's actions, also?

Specific details. If those children are teasing, read and find out exactly what each one says.

Page 57. *Picture clues.* I see something on the table especially for Little Monkey. Do you? Have you any idea what the children and Little Monkey have to drink? Recall the things the organ man wanted for breakfast. How many did he get?

Specific detail. Now read the first paragraph. Find out exactly how many tunes the organ man played.

Gathering information. Maybe Little Monkey will frighten the birds. Does Mr. Carl think so? Finish the page and see.

Page 58. *Picture clues.* Have you any ideas about that basket, who it is for, and what is in it?

Verifying inferences. Read the page. Were you good thinkers?

Page 59. *Picture clues.* Can you explain Alice's actions?

Verifying inferences. Now read and see if your explanation is correct.

Page 60. *Gathering information.* Read the page carefully so that you will be able to answer the last two questions.

Predicting outcomes. Do you suppose the organ man will ever come back again? Keep your eyes open as you read the rest of the book.

Page 61. Evidently we will have two new characters in the next part of our book. Can you read their names? (Read names if necessary.) I learned something about them from the picture. They must be—(twins).

Oral Reading

Audience reading. (Divide group into three smaller groups. Assign one of "The Organ Man and The Monkey" stories to each group. Have each group prepare to read part assigned in the most interesting way possible.)

Word Recognition Techniques

Initial consonant blends. It takes two letters to begin the word *tweet*. (Write word; underline *tw*; then erase.) If someone

will show me how *tweet* begins, I will finish the word for you. (Repeat with *twenty*; then with *blue, brown, cried, grow.*)

Vocabulary Enrichment and Extension

Classification; Descriptive phrases. We are to have two new characters in our next story. Suppose we recall the characters we have had in our book so far. How many *men* (write *Men*) characters did we have? (List names; then repeat with *children, ladies, animals.*) Choose the character you like best and add two or three words to his name to make us have a good mind picture.

Supplementary Activities

1. **Workbook for The New Round About**, pages 39, 40, 41.
2. **Independent reading.**
Fun with Dick and Jane, pages 56-60. (Give help with *eggs*, page 56; *chickens*, page 60.)
Through the Gate, pages 57-60.
Up the Street and Down, pages 65-69. (Give help with *shoes* and *park*, page 65.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the informal tests on pages 42 and 43 of the *Workbook for The New Round About*. A score of 1 is given for each item correctly marked. Pupils in superior groups should make perfect scores.

Once again, test each pupil individually with the new vocabulary of *Round About*. Find out what words need added attention in the units to follow.

UNIT 14

The Twins (pages 62-67)

Materials Needed

Pocket Card Holder

Word Cards:	another	Bobby	five	party	were
	Billy	cake	fun	six	year(s)
	birthday	candles	ice-cream	Twins	s card

(An *s* in parentheses after a word indicates that an *s* card is to be used to build the word called for.)

Silent Reading

Contents page. *Locating information.* The new characters in our story will be—(Add word cards *Bobby*, *Billy* to holder.) If you remember something we learned about them from their picture, you can locate and read the title of the new story. You know that this word says—(Add *Twins*.)

Page 62. *Picture clues; Gathering information.* How many things can you learn about the twins from their picture?

Gathering information. Now read the page. What information does the story give you which the picture did not? Since you knew the part in this word, you knew that it says—(Add *were* to holder.)

Page 63. *Gathering information; Specific detail.* If you watch out for a compound word, if you know that this part (write *ir*) says—, and this part (write *ar*) says—, you can get the two new words without trouble. (*birthday*, *party*) A very important day is coming. Read the page, find out what will happen, and how long it will be before that day comes.

Picture clues. The words on the packages in Mother's basket make me know that she is getting ready for that party. One word says *sugar*. (Write *sugar*.) One says something else you like; the little word *can* is right on the beginning. (Write *candy* and underline *can*.) It says—. The words on the third package say—(Write *cake flour*.) Remember that this letter says—(indicate *a*), and you can get the first word. Remember that the next word begins like *fly*, and that this part (indicate *ou*) says—. Now tell me what is in the third package. Who can read the words on all the packages?

Pages 64-65. *Picture clues; Exercising judgment; Drawing conclusions; Skimming.* What do you think is the most important thing in the picture? Skim pages 64 and 65. How many times can you find the word *cake*? On the cake are—. Did you hear the little word *can* in the big word *candles*? Now skim both pages for the word *candles*.

How many candles are there? Do you think Bobby and Billy are ten years old? If the candles are for both boys, how many candles are for each? How old is Bobby? Billy? Skim page 65 and find the word *five*. Skim for the word *years*.

Now before we read, tell me where these caps and balloons came from. (Discuss favors.)

Gathering information. If this is a birthday party, do the twins get any presents? Read page 64 and find out.

Verifying conclusions. Now read page 65 and prove that the twins were five years old.

Predicting outcomes. What do we generally have to eat with a birthday cake? What do we expect to hear about on the next page?

Page 66. *Picture clues.* No ice-cream here! Just some ducks and rabbits sitting around on plates! Am I right?

Skimming. Can you hear the sound "i" as you say the word *ice-cream*? Can you find the word? How many times?

Verifying inferences; Gathering information. Now read the page. Were we right about the ducks and rabbits? How many were there for each guest at the party?

Page 67. *Picture clues.* I see many twin things in this picture. How many twin things can you find?

Word recognition. One ice-cream cone is never enough for Alice. She always wants—(Write *another*.)

Gathering information. Billy makes a funny wish, and he tells you why. Read the page to see what this wish is. You found out that this new number word is—(Write *six*.)

Oral Reading

Vocabulary review. The one who can read these two words (put *twins*, *were* together in card holder) may read page 62. (Continue with *birthday*, *party* for page 63; *cake*, *candles* for page 64; *five*, *years* for page 65; *ice-cream*, *fun* for page 66; *six*, *another* for page 67.)

Word Recognition Techniques

Introducing the vowel sound, short a; Integrating reading, writing, and spelling. Some letters have more than one sound. We call some of these letters *vowels*. (Write *vowels*.) The word *vowels* begins like *very*, *valentine*, and *vacation*. Say the word *vowels* with me. One of the vowels is—(write *a*), and one of its sounds is—(Give short *a* sound.) You hear that sound in the word *Sam*. (Write *Sam*.) We call that the short sound of the

letter *a*. Listen as I say *come, can, coat*. In which word did you hear the short *a* sound? Let's prove that you are right. (Write *can* under *Sam* and direct attention to *a*. Continue with *shoes, socks, cap; is, on, at*.)

Final sounds. It takes two letters to finish the word *duck*. (Write *duck* and underline *ck*; then erase word.) If I write *duck*, all but the last two letters, will someone finish it for me? (Continue with *truck, cluck*.)

Vocabulary Enrichment and Extension

Compound words. If we put—(write *birth*) and—(write *day*) together, the compound word is—. (Continue with *barnyard, bluebird*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 44, 45, 46.
2. Independent reading.

Fun with Dick and Jane, pages 61-64. (Give help with *barn*, page 61; *black*, page 62; *cat*, page 64.)

Through the Gate, pages 61-67. (Give help with *under*, page 63; *where*, page 66.)

Up the Street and Down, pages 46-53. (Give help with *story*, page 47.)

UNIT 15

Summer Days (pages 68-71)

Materials Needed

Pocket Card Holder

Word Cards:	early	Grandfather	picnic	thing	s card
	from	long	summer	We	

Initial Procedure

Introducing new words and meanings (*early, from, long, summer, things, we*). Since you know this compound word (write *something*), you know that this word says—(Add *thing* to card holder.) And now it says—(Add *s* to *thing*.) When Bobby

talks about Billy and himself, he may say "Billy and I," but often he says—(Add *We*.) Think of the name of the second letter, and you know the word says—.

This word tells you a time of year. (Add *summer*.) You know it can't say *winter*. It must say—. Sometimes we get up late, and sometimes we get up—(Add *early*.)

Last Saturday I had a train ride. I went many, many miles. So I had—(Write *a long ride*.) Then this card says—(Add *long*.) I got on the train at one o'clock, and I rode—(Write *from one to six*.) Let the phrase help you. The new word is—(Add *from*.) Will someone read two of the new words and use each one in a sentence? Two more? Two more?

Silent Reading

Contents page. *Locating information; Drawing inferences.* Locate the title of the new story. What kind of weather will we have in the story today? Why?

Page 68. *Picture clues.* What signs of summer do you see? Have you an idea where Bobby and Billy will spend their vacation?

Exercising judgment; Drawing conclusions. Now read the title and just the first sentence. What good thinkers are you? The twin's birthday is over. By and by summer comes. Then in what time of year, what season, was their birthday?

Specific details. Finish the page. Find out whom the twins were to visit and exactly how long they had to wait before they could go.

Page 69. *Picture clues.* Read the first sentence. Does the picture answer the question?

Oral recall. Now finish the page. Be ready to tell all the other things the twins did that summer. (Have pupils put fingers in books to close them. Let two or three pupils tell everything they remember. Then have page reread to check to see if anything has been omitted.) You met a new character on this page. (Add *Grandfather* to card holder.)

Page 70. *Oral recall.* The picture tells one more thing the twins did. But there were many others. Read the page carefully. We want to remember everything.

Page 71. *Picture clues; Skimming.* The picture suggests a—.

Skim the page quickly. How many times can you find the word *picnic*? (Add *picnic* to card holder.)

Oral recall; Specific detail. Read the page so carefully that you will be able to tell everything the twins did the day of the picnic. Be sure to find out how long it was before they went home.

Oral Reading

Vocabulary review. Suppose we let the one who knows all the new words in the card holder read the entire summertime story for us.

Word Recognition Techniques

Associating the short sound of a with the letter a; Integrating reading, writing, and spelling. Remember, some letters are called vowels. Vowels (write word on board) have more than one sound. One of the vowels is *a* (write *a*), and its short sound is—(Give sound.) Listen as I say *rabbit*, *dog*, *pig*. In which word did you hear the sound “ă”? Let’s prove that you are right. (Write *rabbit*; direct attention to *a*. Repeat procedure with *captain*, *soldier*, *suit*; *man*, *girl*, *boy*, etc.)

Could you use this vowel (indicate *a*) and write *had*? (Repeat with *cap*, *can*, *ran*, *that*, *man*.)

Initial consonant blends. It took two letters to begin the word *from*. (Write *from*; underline *fr*; then erase word.) Show me how *frog* begins, and I will finish the word for you. (Continue with *frost*, *pretty*, *please*, *snap*.)

Vocabulary Enrichment and Extension

Word concepts. What do we call the time of year when there is snow on the ground? (Write *winter*.) The time when the grass gets green again and flowers spring from the ground? (Write *spring*.) The time when we have a long vacation? (Write *summer*.) The time when leaves fall from the trees? (Write *fall*.) I know another name for *fall*. The grown-up word is *autumn*. Say it with me as I write it. (Erase *fall* and write *autumn*.) How many times of the year are there? I know another name to give them. Grown-ups call them the four *seasons*. (Write *seasons*.) Try to remember that the grown-up word for *fall* is—(Indicate *autumn*.) The four times of year are called the four—(Indicate *seasons*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 47, 48, 49.
2. Independent reading.

Fun with Dick and Jane, pages 65-68.

Through the Gate, pages 68-72. (Give help with *take*, page 69; *lost*, page 71.)

Up the Street and Down, pages 54-58.

UNIT 16

Autumn Days (pages 72-74)

Winter Days (pages 75-77)

Materials Needed

Pocket Card Holder

Word Cards:	autumn	hide	leaves	sled	top
	bump	hill	over	snow	winter

Initial Procedure

Introducing new words and meanings (*autumn, over, bump*). You remember that the four times of year are called—(write *seasons*) and that another word for the time of year when leaves fall is—(Add *autumn* to holder.)

Mother was always telling Jerry to pick up his toys. But sometimes Jerry forgot. One day he came running into the house, and—(Write *He fell over his train*.) You know all there is to know about this new word. (Indicate *over*.) You know the name of the first letter, the next sound, and the last part or sound. The sentence helps you also. The new word is—(Add *over*.) When Jerry jumped up, he looked at himself in the mirror. On his head was—(Write *a good big bump*.) Think how the new word begins and ends. It says—(Add *bump*.) Read the three new words.

Silent Reading

Contents page. *Locating information; Drawing inferences.* Locate the title of the new story and be ready to tell what kind of weather we will probably have in our story.

Page 72-73. *Picture clues; Skimming.* What signs of autumn do you see? You know how the word *leaves* begins. Skim the pages quickly. How many times can you find the word *leaves*? One of the twins seems to be looking for someone. Are you smart enough to discover the one he is looking for? What is the other twin doing? You know how *hide* begins. Skim page 73 and see how many times you can find the word. There are leaves under that twin, leaves on the sides of him, and leaves on—. Skim page 73 for the word *top*.

Gathering information. Now read the title and the first four sentences. Read carefully and think as you read. Find three ways in which autumn days are different from summer days. Be sure to find all three.

Specific detail. Now finish reading pages 72 and 73. Find out which twin is looking, and which twin is hiding.

Page 74. *Picture clues.* How did Bobby happen to find Billy? Have you any ideas?

Verifying conclusions. Read the page. Were you good thinkers? Is that the way Bobby happened to find Billy?

Associational reading. Was Billy very much like you? Would you have given away your hiding place by laughing?

Page 75. *Picture clues; Skimming.* What season of the year is shown in this picture? Skim to find the word *winter*. The word *snow*!

Gathering information. I wonder if the twins will forget about birthdays. Read the page and see.

Page 76. *Picture clues; Skimming.* It is easy to see what we will read about. Skim for the word *sled*. *Sleds*! Where are the sleds going? Skim for the word *hill*.

Verifying information. Now read the page. Check to see if the story gives the same information as the picture.

Page 77. *Picture clues.* Have you any ideas how this may have happened? At least we know why the twins do not get their sleds mixed up. Why not?

Verifying conclusions. Now read the page. Find out how the accident happened. Find out if anyone was hurt.

Predicting outcomes. What season comes after winter? Do you remember why spring was an important time for the twins? Then what do you expect may happen?

Oral Reading

Vocabulary review. The one who can read these new words (arrange *autumn, hide, leaves, top* in a row in the card holder) may read the story "Autumn Days." (Repeat, with other new words, for "Winter Days.")

Word Recognition Techniques

Associating the short sound of a with the letter a; Integrating reading, writing, and spelling. The name of this vowel is—(write *a*), and its short sound is—. Listen as I say *catch, throw, roll*. In which word do you hear the short sound of *a*? Let's prove that it is *catch*. (Write *catch* and direct attention to the vowel *a*. Continue with *wagon, door, house; bag, gloves, shoes*.)

Could someone use the vowel *a* and write *cat*? Could you change it to *catch*? (Continue with *mat, match; hat, hatch; pat, patch*.)

Final sounds. It takes two letters to finish the word *long*. (Write *long*; underline *ng*; then erase word.) *Sing, song, music!* Which two words end like *long*? If I write *song*, all but the last two letters, will someone finish it for me? (Repeat with *sing, wrong, ring*, etc.)

Vocabulary Enrichment and Extension

Word concepts. It is a good thing to think what the word *over* means as you read. The sled turned over. What does it mean there? (upside down) My work is over. What does it mean when your work is over? (done) What do you do when you do something over? (again)

Supplementary Activities

1. *Workbook for The New Round About*, pages 50, 51, 52, 53, 54, 55.
2. Independent reading.
Fun with Dick and Jane, pages 69-75. (Give help with *sat*, page 70.)
The Little White House (Ginn and Co.), pages 5-10. (Give help with *our*, page 5; *paint*, page 8.)
Through the Gate, pages 80-89. (Give help with *bag*, page 86.)
Up the Street and Down, pages 74-79. (Give help with *letter*, page 74.)

UNIT 17

Spring Is Here (pages 78-80)

Materials Needed

Pocket Card Holder

Word Cards: sang Spring world

Silent Reading

Contents page. *Locating information; Drawing inferences.* The first season we read about was—(Write *summer*.) The second season! (Write *autumn*.) The third season! (Write *winter*.) If you think what the fourth season will be, you can read the title of the new story and know that this word says—(Add *Spring* to card holder.)

Page 78. *Picture clues.* What signs of spring do you see? (Have jack-in-pulpit identified.)

Gathering information. Read two paragraphs. Find three signs of spring. Of course you found that the birds—(Add *sang* to card holder.)

Verifying predictions. You told me not long ago that someone would make a return visit. Read the rest of the page. Check and see if your predictions have come true.

Page 79. *Verifying conclusions.* We concluded that spring was a very important time for Bobby and Billy. Read the entire page. Was your thinking correct?

Exercising judgment; Drawing conclusions. If Bobby is six and Billy is six and candles for both of them are on one cake, how many candles will there be?

Page 80. *Picture clues.* How is this party different from the first party? Find every difference you can.

Associational reading. I hope you remember that in the word (write *work* and underline *or*) the part says—. You will need that part to get a new word on this page. Read the entire page. See if you agree with what Bobby and Billy say. The new word says—(Add *world* to holder.)

Page 81. The minute I read the title and look at the picture, I feel that there is trouble coming. Do you? Why? Who is that in the car?

Oral Reading

Audience reading. (Divide the group into five smaller groups. Assign one of the "Bobby and Billy" stories to each group. Remind the groups that reading the way people would talk, knowing what to do when they come to question and exclamation marks, and reading two-line sentences as if they were all on one line will make their reading more interesting. Have each group prepare to read the assigned part.)

Word Recognition Techniques

Final sounds. It takes two letters to finish the word *cluck*. (Write *cluck*; underline *ck*; then erase word.) If I write *quack*, all but the last two letters, will you finish it for me? (Continue with *duck*, *truck*; then with *long*, *song*, *wrong*.)

Associating short sound of a with the letter a; Integrating reading, writing, and spelling. The name of this vowel (write *a*) is—, and its short sound is—. Could you use that vowel to write *back*? (Continue with *pack*, *sack*, *Jack*; *crack*, *track*, *black*.)

Vocabulary Enrichment and Extension

Word concepts. Spring (write *spring*) is one of the seasons of the year. I hope that old car has good springs; what does *springs* mean? I stopped for a drink at a spring; what does *spring* mean? Do not spring out at me; what does *spring* mean there?

Supplementary Activities

1. *Workbook for The New Round About*, pages 56, 57, 58.
2. **Independent reading.**
Fun with Dick and Jane, pages 76-80.
The Little White House, pages 11-16. (Give help with *chairs*, page 11; *color*, page 13; *guess*, page 15; *has*, page 16.)
Through the Gate, pages 90-93. (Give help with *chair*, page 90; *tell*, *found*, and *pocketbook*, page 93.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the informal tests on pages 59 and 60 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores. At this

point, test each pupil individually on the word cards for the new vocabulary of *Round About*. (See pages 206-7.)

5. **Choral reading.** "Five Years Old" from *Let's-Read-Together Poems* is suggested for reading at this time.

UNIT 18

At the Farm (pages 82-88)

Materials Needed

Pocket Card Holder

Word Cards: apple(s) car lovely them tomorrow
 be flower(s) right thought Why

Initial Procedure

Introducing new words and meanings (*be, lovely, right, them, thought, tomorrow, why*). (Have the following sentences on the board.)

"It is a lovely garden,"
 she thought.
 Why not?
 I will get them.
 That will be all right.

Mother has a garden. It is more than pretty. (Indicate line 1.) Think how the new word begins. When something is more than pretty, it is—. And inside the word *lovely* is the little word— (Underline *love*.) This word card says—(Add *lovely* to card holder.)

One morning Mother walked out to her garden. She did not say a word to anyone because there was no one there to talk to. But she—(Indicate *thought*.) Think how this word begins. You ought to remember this word because right inside of it is the word *ought*. (Underline *ought*.) Th-ought! This word card (add *thought* to card holder) says—. Now who will read the entire first sentence?

Father knew how much Mother liked that garden. "I will get you some rosebushes," he said. "But I can't do it today." Then Mother said—(sentence 2). Mother used a new question word which begins like *what* and rhymes with *my*. It says—(Add *Why*

to holder.) "I am too busy today," said Father. Father might have said, "I will get the rosebushes." But he didn't. He said—(sentence 3). Think how this word (indicate *them*) begins and ends. What word did Father use instead of *rosebushes*? Then this card says—(Add *them*.) Father told her exactly when he would get the bushes. (Erase period and add *tomorrow* to sentence 3.) I hope you see this little word. (Underline *to* in *tomorrow*.) Think how the next part begins. Who is ready with the sentence? Then this word says—(Add *tomorrow*.) Mother said—(sentence 4). Remember the name of this letter. (Indicate *e* in *be*.) Think how the last word begins, and let the sentence help you. Who is ready? The two new words are—(Add *be*, *right*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* We thought we were in for trouble today because the title of the new part of our book is—. Locate the title of the first story in that part and decide where our story today will begin.

Page 82. *Picture clues; Skimming.* This garden reminds me of Mother's garden. Why? To whom do you think it belongs? What kind of garden would you call it? Remember, *flower* begins like *fly*. (Write *fl*.) Skim the page. How many times can you find the word *flowers*? The word *flower*?

Oral recall. Read the page; then close your books. Recall three things which made this a lovely day.

Page 83. *Skimming.* There is no one to talk to Grandmother. What did she do? Skim for the word which tells.

Oral recall. Now read and close your books. Can you remember everything that Grandmother was thinking?

Page 84. *Gathering information.* Grandfather has a very good plan. Read and find out what it is.

Page 85. *Gathering information.* Grandmother has a plan which is not quite so good. At least Grandfather doesn't like it. Read to find out what the plan is and why he does not like it. Do you agree with him?

Page 86. *Picture clues; Drawing inferences.* Have you any ideas whom this basket may be for and what will go into it? *Apples* begins with the short sound of *a*. Skim the page. How many times can you find the word?

Verifying inferences. Now read the page and see if your thinking is correct.

Page 87. *Picture clues; Drawing inferences.* Did it rain the next morning? Then how will Grandmother go?

Oral recall. Read carefully to remember everything that happened the next morning.

Page 88. *Gathering information.* Read to find out exactly what Grandfather and Grandmother said as they waved good-by.

Oral Reading

Vocabulary review. The one who knows these four words (arrange *lovely, flowers, thought, them* in a row in the card holder) may read pages 82 and 83. (Continue with *car, why, tomorrow, be, right* for pages 84, 85; with *apples* for the rest of the story.)

Word Recognition Techniques

Establishing sight vocabulary; Classification. The three pointing words are—(Write *this, that, there.*) We also have three question words. (Write *What, Who, Why.*) Two words we use when we talk about more than one person are—(Write *They, them.*) (Have words reread.)

Associating short sound of a with the letter a; Integrating reading, writing, and spelling. The name of this vowel (write *a*) is—. Its short sound is—. Listen as I say *soft, seed, sad.* In which word did you hear the short *a* sound? Prove it by writing the word. (Repeat with *mud, mad, meat; hat, hug, hot; tan, tin, top.*) In each of the words you wrote there is one vowel (underline *a* in each word), and the vowel has its short sound. (Give sound.)

Introducing the long sound of a. I told you that vowels have different sounds. Sometimes *a* has its long or name sound. Then it says "ā." (Give long *a* sound.) Almost always when *a* has its long sound, there is another vowel in the word. Many times the other vowel is *e*, and it comes on the end of the word. The *e*, the second vowel, is silent. That means that you cannot hear it as you say the word. Look carefully at this word. (Write *came.*) You see two vowels. (Underline *a* and *e.*) Listen as you say the word with me. Do you hear the long or name sound of the *a*? Did you notice that you cannot hear this vowel? (Indicate *e.*) But it is on the end of the word just the

same. It is there to tell you that this vowel (indicate *a*) has its name or long sound. Let's see if this is true in another word. (Repeat procedure with *gate*, *name*, *cake*, *ate*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 61, 62, 63.
2. Independent reading.

A Home for Sandy (D. C. Heath and Co.), pages 2-8. (Give help with *street*, page 2; *along* and *honk*, page 5; *wuff*, page 8.)

The Little White House, pages 17-22. (Give help with *ready*, page 17; *where*, page 18; *way*, page 20; *stop*, page 21.)

Through the Gate, pages 94-97. (Give help with *pocket*, page 94.)

Up the Street and Down, pages 70-73. (Give help with *yellow*, page 71.)

UNIT 19

The Ride to the City (pages 89-97)

Materials Needed

Pocket Card Holder

Word Cards: around gas

Initial Procedure

Introducing new word (*around*). One day Alice and Jerry had a ride on the merry-go-round. It went—(Write *a*, wait for word *a* to be read; then add *round* to form word *around*.) You know the next sound (underline *r*) and this part. (Underline *ou*.) The merry-go-round went—(Add *around* to holder.)

Silent Reading

(Have the following sentences on board.)

1. What did the car do when it came to the hill?
2. What did Grandmother do when the car stopped?
3. What did Grandmother do right away when the car stopped again?

4. What was the next thing she did?
5. How many cars came by all at once?
6. Why had Grandmother's car stopped?
7. Something on the car must be mended. What was it?
8. Did the twins come to the door to say hello?

Why not?

Contents page. *Locating information.* (Use in usual way.)

Pages 89, 90, 91. *Picture clues.* Judging from the pictures how are things going with Grandmother on these three pages?

Gathering information. Read these three pages; then be ready to answer questions 1 and 2 on board. (Be sure questions are read silently and individually.)

Pages 92-93. *Picture clues; Drawing inferences.* Now what kind of luck do the pictures suggest? Have you any explanation as to why the car has pulled off to the side of the road?

Gathering information. Read both pages. Be ready to answer questions 3 and 4.

Pages 94, 95, 96. *Picture clues; Drawing inferences.* Grandmother must have waited a long time for help. Why do I think so? When help came, it came all at once. Why do I say that? Which car was the one that stopped to help Grandmother? What do you judge is the matter with the car?

Specific detail; Gathering information. Read the three pages and be ready to answer questions 5 and 6. You found out that this word says—(Add gas to card holder.)

Page 97. *Picture clues; Drawing inferences.* Grandmother seems to have arrived safely, but how long did it take?

Gathering information. Read the page and be ready with an answer to the last questions.

Oral Reading

Identifying paragraphs. The one who can tell how many paragraphs there are on page 89 may read the page. (Continue in similar fashion.)

Word Recognition Techniques

Associating short sound of a with the letter a; Integrating reading, writing, and spelling. This vowel (write a) is—, and its short sound is—. When you hear the short sound of a in a

word, often there is only one vowel. Listen as I say *wag*, *wet*. In which word did you hear the short *a* sound? Who will write *wag*? (Continue with *sad*, *sit*; *rat*, *rug*.)

Associating long sound of *a* with the letter *a*; Integrating reading, writing, and spelling. The long or name sound of this vowel is—(Indicate *a* and erase all words from board.) Listen as I say *game*, *cat*. In which word did you hear the long sound of *a*? (Repeat with *ate*, *at*; *face*, *hands*; *rat*, *race*.) When we hear the long sound of *a*, there are usually two vowels in the word. Let's prove that this is true. (Write *name* and underline the vowels.) Say the word *name*. Did you hear this vowel? (Indicate *a*.) This one? (Indicate *e*.) Why not?

Who could write the word *came*? (Repeat with *ate*, *gate*.)

Review of final sounds. Think how these words end. Then you will know which of these two words (write *mud*, *must*) says *mud*. (Continue with *mail*, *many*; *march*, *market*; *month*, *moon*; *mark*, *master*; *merry*, *men*.)

Vocabulary Enrichment and Extension

Synonymous meanings. A longer word for *gas* is—. For *auto*—! Another word for *cent* is—(*penny*). For *gay*! (*happy*) For *lovely*! (*beautiful*) For *fall*! (*autumn*) For *car*! (*auto*) For the four times of year! (*seasons*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 64, 65, 66.
2. Independent reading.

A Home for Sandy, pages 9-12. (Give help with *cat*, page 9; *meow*, page 10.)

The Little White House, pages 23-26. (Give help with *shoes*, page 23.)

Through the Gate, pages 98-101.

Up the Street and Down, pages 80-85.

UNIT 20

A Morning Surprise (pages 98-102)

Silent Reading

(Have the following sentences on board.)

1. What did the twins want Grandmother to do with the car?
2. When was Grandmother going home?
3. How long could the twins stay on the farm?
4. How were Grandmother and the twins going home?
5. What was Father going to do with the car?

Contents page. *Locating information; Drawing inferences.* The minute I read the title of the new story, I know to whom the title refers. Do you?

Pages 98-99. *Picture clues.* Did Grandmother have a good breakfast? It didn't take the twins long to get into that basket. What was in it besides cake and apples?

Gathering information. Read both pages and be ready to answer questions 1 and 2.

Page 100. *Oral recall; Specific detail.* Read very carefully. Be able to tell what Billy and Bobby wanted to do that summer. Be ready to answer question 3.

Page 101. *Picture clues.* Is this breakfast the family is having? What makes you think as you do?

Gathering information. Now read to be able to answer the last two questions.

Page 102. *Oral recall.* Keep your mind on the story. Be ready to tell four things the twins did this summer.

Page 103. *Picture clues; Drawing inferences.* What color are these ducks? Then what kind of ducks might they be? Now I am sure someone is ready with the title. This word (write *wild*) says—, and this word says—(write *frog*).

Oral Reading

Audience reading. (Divide the larger group into three smaller groups. Assign one of "The Old, Old Car" stories to each group. Proceed as in similar units.)

Word Recognition Techniques

Associating the long and short sounds of *a* with the letter *a*; Integrating reading, writing, and spelling. Listen as I say *bag*, *big*. In which word do you hear the short *a* sound? Who can write *bag*?

Listen as I say *game*, *gas*. In which word do you hear the long sound or name sound of *a*? How many vowels would there be in the word? Who will write *game*? Could someone write the word *cane*? I have a candy cane. Suppose we erase the last vowel. (Erase *e* on *cane*.) Now what does the word say? (Repeat with *ate*, *at*; *cape*, *cap*.)

Initial consonant blends. It takes two letters to begin the word *from*. (Write *from*; underline *fr*; then erase word.) Show me how *frog* begins, and I will finish the word for you. (Continue with *truck*, *tweet*, *stay*, *snow*, *please*, *pretty*.)

Supplementary Activities

1. **Workbook for The New Round About**, pages 67, 68, 69.
2. **Independent reading.**
A Home for Sandy, pages 13-18. (Give help with *wagged* and *tail*, page 15; *shut*, page 18.)
Fun with Dick and Jane, pages 94-99.
The Little White House, pages 27-32. (Give help with *fast*, page 31; *frisky*, page 32.)
Through the Gate, pages 48-55. (Give help with *story*, page 48; *gray*, page 50.)
Up the Street and Down, pages 86-90.
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the informal tests on pages 70 and 71 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores. If scores fall lower than this, CHECK YOUR TEACHING WITH THE UNIT PLANS.

At this point, each pupil should be tested individually with the word cards for the vocabulary of the first reader introduced so far (see pages 206-7 in the reader).

UNIT 21

Six Little Wild Ducks (pages 104-13)

Materials Needed

Pocket Card Holder

Word Cards

afraid	barn	farmer	geese	parade	upon
Andrew	delighted	farmer's	himself	Soon	wife
baby	fat	followed	Martha	time	wild

Initial Procedure

(Show, if possible, Frames 16-19 from the Reading Readiness Textfilm "I Live in the Country." Talk about the differences between ducks and geese, between the tame variety and the wild. Have pictures to show if possible. Emphasize the directions *south* and *north*.)

Introducing new words and meanings (*afraid, baby, delighted, followed, geese, himself, parade, time, upon*). This phrase (write *All at once*) helps us remember—(Underline *once*.) This compound word says—(Write *up*, pause a moment; then write *on* to form word *upon*.) Often we start stories with this phrase. (Write *Once upon a time*.) Then these two cards say—(Add *upon* and *time* to card holder.)

Alice and Jerry heard that the circus was coming to town. They were very happy. They were—(Write *delighted*.) This much of the new word (underline *de*) says—(Give sound.) Inside the word is the little word *light*. (Underline *light*.) To be happy is to be—. This card says—(Add *delighted* to holder.)

All the wagons and the animals were to go down the street in a long—(Write *parade*.) Have you ever seen a—(add *parade* to holder)? First in the parade was a big mother elephant. Behind her was a little elephant. It was her—(Write *baby*.) If you know that this vowel (indicate *a*) has its long sound, you know that the word says—(Add *baby* to card holder.) Wherever the big elephant went, the baby elephant—(Write *followed*.) Make this much of the word rhyme with *doll* (underline *fol*), and you will know that the baby elephant—(Add *followed* to card holder.) He was very proud to be walking—(Write *all by himself*.) If you

know this much of the compound word (underline *him* in *himself*), the phrase will help you to know that this word (add *himself* to holder) says—. The baby elephant was not a bit—(Write *a*; pause until the word *a* has been read; then finish the word *afraid*.) I hope you notice that the next part of the word begins like *from* and *frog*. (Underline *fr*.) Baby Elephant was not a bit—(Add *afraid* to holder.)

Today we will not read about circus animals, but we will read about—(Write *geese*.) Think of the names of these letters. (Underline *ee*.) Then you will know that the word says—(Add *geese* to holder.)

Silent Reading

Contents page. *Locating information; Specific detail.* We decided that because the ducks we saw in the picture were brown, they must be—(add *wild* to card holder) ducks. Locate the title of the new part of our book and the title of the first story. How many wild ducks will there be?

Page 104. *Picture clues.* Do you notice anything unusual about this farm? What color are the buildings on most farms? (Have buildings identified.)

Gathering information; Oral recall. Now read the page very carefully. See if you can remember with your book closed everything the page tells you about the farm.

Page 105. (Use procedure outlined for page 104.)

Page 106. *Skimming.* The name of one of these geese is *Andrew*. How many times can you find the name *Andrew*? (Repeat with *Martha*.)

Gathering information; Oral recall. Read and be ready to recall exactly what each of the geese liked to do.

Page 107. *Gathering information.* Something happens to one of the geese. Which one is it, and what happens? This new word says—(Add *fat* to holder.)

Page 108. *Picture clues; Using imagination.* Have you any ideas where these baby wild ducks may have come from? Which man do you think lives at Blue Barns?

Skimming. If this man lives on a farm, he must be a—. How many times can you find the word *farmer*? Then this word (add *farmer* to card holder) says—.

Gathering information. How did the man happen to give the ducks away? Read and see what happened.

Page 109. *Picture clues; Drawing inferences.* Are these ducks afraid of Andrew? How does he feel?

Verifying conclusions. Now read the page. Was our thinking correct?

Pages 110-11. *Picture clues.* These ducks following Andrew in a long line remind me of a—.

Oral recall. Read both pages carefully. Find out what happened when the parade started out.

Page 112. *Skimming.* I see a word which tells the time when something happens. It has this part in it. (Write *oo*.) The part says what it does in the word—(Write *too*.) Can you find the word I am thinking of? What does it say? Then this card says—(Add *Soon* to card holder.)

Oral recall. (Follow procedure from previous pages.)

Page 113. *Picture clues; Skimming.* Who do you think this woman may be? You know how the word *wife* begins. How many times can you find it? She is the farmer's wife. When we want to make the word—(write *farmer*) says *farmer's*, we add this little mark called an "apostrophe" and then this letter. (Change *farmer* to *farmer's*.) How many times can you find the word *farmer's*? Then this card says—(Add *farmer's* to holder.)

Specific detail. Now read the page. Find out where the farmer's wife is going and what she has in her basket.

Oral Reading

Vocabulary review. The one who can read these words may read the first two pages of the story. (Arrange *wild, upon, time, barn, geese* in a group in the card holder. Continue with *Andrew, Martha, fat, himself* for pages 106-7; *baby, farmer, delighted, afraid* for pages 108-9; *followed, parade* for pages 110-11; *Soon, farmer's, wife*, for pages 112-13.)

Word Recognition Techniques

Associating the short sound of *i* with the letter *i*. This letter (write *i*) is also a vowel. Its name is—. It also has a short sound. Its short sound is—(Give sound.) Listen as I say *him, hop*. In which word did you hear the short sound of *i*? Let's prove that

you are right. (Write *him* and direct attention to *i*.) *I* is the only vowel in the word. (Repeat with *fish, catch; if, on; hill, home*.)

Possessives. You remember what we did to make—(write *farmer*) say *farmer's*. We added the apostrophe and then the letter *s*. (Add apostrophe and *s* to *farmer*.) Jip was Alice's dog. Could anyone make this word (write *Alice*) say *Alice's*? (Continue with *Jerry's, Jack's*, etc.)

Vocabulary Enrichment and Extension

Synonymous meanings. Can you think of two words which mean the same as *happy*? (*gay, delighted*) Something lovely is—(beautiful). If something happens before long, it happens—(soon). To be afraid is to be—(frightened).

Supplementary Activities

1. *Workbook for The New Round About*, pages 72, 73, 74.
2. Independent reading.

A Home for Sandy, pages 20-23. (Give help with *patted*, page 22.)

Fun with Dick and Jane, pages 100-03.

The Little White House, pages 33-40. (Give help with *ladder*, page 34.)

Through the Gate, pages 112-18. (Give help with *game*, page 113; *ready*, page 115; *grass*, page 116; *mud*, page 117.)

UNIT 22

Winter at Blue Barns (pages 114-17)

Materials Needed

Pocket Card Holder

Word Cards: back coming grew sleep
cold cross sky warm

Initial Procedure

Introducing new words and meanings (*back, cold, coming, cross, grew, sky, sleep, warm*). This word (write *grew*) begins

like *green*. In it you see the part you hear and see in the word *new*. (Underline *ew*.) The new word (add *gnew* to holder) says—. In winter the days are—(Write *cold*.) If you see this little word (underline *old*), you know that this card says—(Add *cold* to holder.)

What vowel do you see in this word? (Write *back*.) How many vowels? Then what sound does the vowel have? Then this word which rhymes with *Jack* says—(Add *back* to holder.) This word which begins like *skate* (write *sky* and underline *sk*) and rhymes with *my* says—(Add *sky*.)

Generally Alice is good natured, but when Jerry teases her, she is sometimes—(Write *cross*.) Notice that the word begins like *cried*. It rhymes with *toss*. It says—(Add *cross*.) If you remember this this word (write *sleep*) begins like *sled*, if you remember the names of the twin letters, you know that the word says—(Add *sleep*.)

Mother told Alice to—(Write *come*.) Alice said—(Write *I am*; then change *come* to *coming* and have sentence read.) Did you notice what I did to change *come* to *coming*? Who can change this *come* (write *come* again) to *coming*? Then this card says—(Add *coming*.) When spring comes, the days are not hot, but they are—(Write *warm*.) This card says—(Add *warm*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 114. *Gathering information.* There is a wise dog on this farm. Read and be ready to prove that he is.

Page 115. *Picture clues.* Can you tell from the picture what Andrew is doing and how he feels about the snow?

Verifying conclusions. Now read and see if that is really what he did and felt.

Page 116. *Picture clues.* What in the world is Andrew doing in the dog house? Can you explain?

Gathering information. Andrew does a very silly thing. Read and find out what he does.

Page 117. *Gathering information.* Did Andrew stop acting silly? Read the first paragraph only and find out.

Specific details. Read the second paragraph. What season is it, and what three signs tell you that it is?

Oral Reading

Vocabulary review. The one who can read these words (arrange *grew, cold, cross, coming* in a row in the card holder) may read pages 114 and 115. (Continue with *back, sleep, warm, sky* for pages 116-17.)

Word Recognition Techniques

Integrating reading, writing, and spelling (phonetic parts). (Write the following words on board: *grew, grow, farm, soon, good, snow, how, girl, word, river, stay, boy.*) Read the word in which you hear and see the part which says—(Give *ew* sound.) Now can you write the word *few*? (Continue in similar way.)

(Associating short sound of *i* with the letter *i*). The name of this vowel is—(write *i*), and its short sound is—. *Hit, hot!* In which word do you hear the short sound of the vowel *i*? Can you write the word *hit*? How many vowels will you use? What vowel will it be? (Continue with *him, had; chin, chain; pig, pan; pin, poor.*)

(Associating long and short sounds of *a* with the letter *a*.) Will someone write the word *can*? What vowel will you use? How many vowels? Who can change *can* to *cane*? (Continue with *at, ate; cap, cape; tap, tape.*)

Vocabulary Enrichment and Extension

Word concepts. Andrew felt cross; what does *cross* mean in that sentence? He wanted to cross the road; what different meaning does *cross* have in that sentence? I saw a cross on a church; draw a picture of what *cross* means there. *Cross* out one of the words on the board.

Supplementary Activities

1. *Workbook for The New Round About*, pages 75, 76, 77.
2. Independent reading.

A Home for Sandy, pages 24-28. (Give help with *kitchen*, page 26; *barked*, page 28.)

The Little White House, pages 41-46. (Give help with *cowboy* and *hat*, page 41.)

Through the Gate, pages 102-7. (Give help with *drum*, page 105; *horns*, page 106; *flags*, page 107.)

UNIT 23

The Ducks Fly Away (pages 118-21)

Materials Needed

Pocket Card Holder

Word Cards: alone egg(s) flew north south well

Initial Procedure

(Before beginning this unit, discuss again the migratory habits of birds, wild ducks, and wild geese. Establish the directions *south* and *north*.)

Introducing new words and meanings (*alone, eggs, flew, north, south, well*). In winter most birds, wild ducks, and wild geese fly—(Write *south*.) Why? Notice this part in the word *south*. (Underline *ou*.) It says—. Notice the way the word ends. (Underline *th*.) That sound says—.

In summer wild ducks fly—(Write *north*.) Why? Notice that *south* and *north* end with the same sound. (Add cards for *south* and *north* to card holder.)

This word (write *flew*) begins like *fly*. If you see this part (underline *ew*), you know that the word says—. When you are all by yourself, you are all—(Write *a*; pause until word is read; then change the word to *alone*.) This word which rhymes with *sell* says—(Write *well*.) I hope you know that—(Write *We get eggs from hens*.) I hope you also know that—(Change *hens* to *ducks*.) The new word said—(Add *eggs* to card holder; also *flew, alone, and well*.) Read each word in the card holder and use it in a sentence.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 118-19. *Picture clues; Exercising judgment; Drawing conclusions.* Can you identify the ducks of Blue Barns? Then where do you think these other ducks came from? Can you explain why the ducks of Blue Barns seem to be flying away with them? In what direction are they flying? From which direction are they coming?

Verifying conclusions; Gathering information. Check your thinking by reading both pages.

Page 120. *Gathering information.* The farmer and his wife miss the ducks. Does Andrew? Read and find out. Find out a very important thing about Martha. Can you explain it?

Page 121. *Specific detail.* Another parade! What is in the basket this time? Read to find out.

Oral Reading

Audience reading. (Divide the entire group into three smaller groups. Assign one of the wild duck stories to each group. Proceed as in previous units.)

Word Recognition Techniques

Integrating reading, writing, and spelling (short i). Remember, the name of this vowel (write *i*) is—. Its short sound is—. Can you use this vowel and write the word *him*? How many vowels did you use? (Continue with *big, did, in, is, it, if, Jip.*)

(Long and short sounds of *a*.) (Proceed as in previous units.)

(Final sounds.) Remember, it takes two letters to finish the word—(Write *Jack*; underline *ck*; then erase word.) Could someone write *back*? What vowel will you use? (Continue with *track, stack, pack, rack, tack.*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 78, 79, 80.
2. **Independent reading.**
A Home for Sandy, pages 29-34. (Give help with *hungry*, page 31; *began*, page 33.)
Fun with Dick and Jane, pages 130-34. (Give help with *our*, page 130; *children*, page 131; *under*, page 133.)
The Little White House, pages 47-51. (Give help with *airport*, page 47; *zoom*, page 50.)
Through the Gate, pages 108-11. (Give help with *toot* and *boom*, page 108; *march*, page 109.)
3. **Textfilm.** See Textfilm manual.
4. **Choral reading.** "When Blue Sky Smiles," from *Let's-Read-Together Poems*.

UNIT 24

The Pool in the Woods (pages 122-23)

Winter Is Coming (pages 124-25)

Little Frog (pages 126-27)

Materials Needed

Pocket Card Holder

Word Cards:	bad	know	pool	sat	tadpole	turtle
	frog	legs	really	sit	tail	woods

Initial Procedure

(Before beginning this story, be sure the group has a background of experience and information about frogs. Have real frogs and tadpoles in room if possible. One excellent source of information to be read to pupils is *Toads and Frogs* by Bertha Morris Parker, published by Row, Peterson, and Company, 36 pages.)

Introducing new words and meanings (*bad, know, pool, really, sat, sit, woods*). In the word *moo*, this part (write *oo*) says—. Use it to get the word—(Write *pool*.) What other kinds of pools do you know about besides swimming pools? In the word *good*, this part (indicate *oo*) says—. Use that sound to get the word—(Write *wood*.) Now the word says—(Add *s* to *wood*.)

The short sound of the vowel helps you to know that this word (write *bad*) says—. Either the short vowel or the little word helps you to know that this word says—(write *sat*; underline first the vowel and then the word *at*) and this word says—(write *sit*).

You really should know this word (write *know*) because it says *know*. When these two letters come together (underline *kn*), they say—(give *n* sound). This part (underline *ow*) has the sound it has in the word *show*. I know another way to remember that this word says *know*. Right inside is the little word *no* which we have already had. (Rewrite *know* and underline *no*.)

"Oh, Mother," said Jerry one day. "I made a home run." Then Jerry might have said, "I certainly did." But he used another word which means "certainly." He said—(Write *I really did*.) Remem-

ber the name of this letter (indicate *e*). Let the sentence help you. I re_____ did.

Now read each of the new words as I add them to the card holder. Be ready to use each one in a sentence.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 122. *Picture clues; Drawing inferences.* Can you tell the season of the year? What makes you think so?

Skimming. Of course you know what this is swimming about in the water. Skim page 123 and find his real name. Do you spy another animal? Skim for his name, too. Then these two cards say—(Add *turtle*, *frog* to card holder.)

Gathering and verifying information. Now read page 122 carefully. Check each sentence with the picture. What is told about in the story and not in the picture?

Page 123. *Gathering information.* Why is Mr. Turtle swimming up out of the water? What happens then?

Page 124. *Drawing inferences.* Is it early in the autumn season or late? The title should help you to know.

Oral recall. Mr. Turtle and the frog are carrying on a conversation. Read the page; then close your book. Can you remember all they said to one another?

Page 125. *Gathering information.* Read seven lines very, very carefully. Then I will ask you three questions. (*What did Mr. Turtle do all winter? What did he really know about winter? What had he heard about winter?*)

Did you notice that Mr. Turtle makes up a little jingle? Line four is the most important line of the jingle. Who can read that line and swing it off? Now who will read the whole jingle? (Have it read several times.)

Gathering information. Is Little Frog satisfied with Mr. Turtle's explanation? Finish the page and see.

Pages 126-27. *Picture clues; Gathering information; Skimming.* Have you any idea what these may be? (Indicate frog eggs in illustration.) Where do frogs lay their eggs? What do the eggs look like? When the eggs hatch, what comes from them? Can you find tadpoles in the picture? Skim pages 126 and 127. *Tadpole* is a long word. How many times can you find it? These

tadpoles in the illustration have long—. Skim for the word *tail*. Then these two words say—(Add *tadpole* and *tail* to card holder.)

By and by the tadpoles lose their tails, and something else begins to grow. What is that? Can you find any tadpoles in the illustration that are just beginning to grow legs? Some whose legs are well grown? Now skim page 127 for the word *legs*. Then this card says—(Add *legs* to card holder.) When a tadpole has legs but no tail, what has he become?

Gathering and verifying information. Now read both pages carefully. Is the information we got from the picture the same story that Mr. Turtle tells Little Frog? How long did it take Little Frog to change from a frog egg into a little frog?

Oral Reading

Who will read pages 122 and 123 and make us know by the way you read how beautiful the pool in the woods really was? Who will read the conversation between Mr. Turtle and Little Frog on the next two pages? Who will read the last two pages and tell us the life story of a frog?

Word Recognition Techniques

Integrating reading, writing, and spelling (phonetic parts). Listen as you say the word—(Write *turtle*.) Did your ears tell you what this part said? (Underline *ur*.) Could someone use the part and write the word *hurt*? (Repeat with *curl*, *burn*, *turn*.)

(Short *i*.) This vowel is—(write *i*), and its short sound is—. Can you use it to write—(*his*, *pig*, *wish*, *will*, etc.)?

Vocabulary Enrichment and Extension

Descriptive words; Word associations. (Write the word *pool* in large letters.) Add some words to the word *pool* to give a picture of the pool you are thinking about.

Supplementary Activities

1. *Workbook for The New Round About*, pages 81, 82, 83, 84, 85, 86.
2. *Independent reading.*
A Home for Sandy, pages 35-40. (Give help with *keep*, page 36.)
Fun with Dick and Jane, pages 118-21. (Give help with *friends*, page 118.)

The Little White House, pages 52-54. (Give help with *Uncle*, page 53.)

Through the Gate, pages 119-23. (Give help with *park* and *cookies*, page 119; *four*, page 122; *children*, page 123.)

Up the Street and Down, pages 92-100. (Give help with *school*, page 92; *pie*, page 97.)

UNIT 25

Grandfather Frog (pages 128-30)

Going South (pages 131-33)

Materials Needed

Pocket Card Holder

Word Cards: asked before must until wisest

Initial Procedure

Introducing new words and meanings (*asked, before, must, until, wisest*). If you know a great many things, you are very—(Write *wise*.) Think of the name of this letter (indicate *i*), and you will know that the word says *wi*——. And if you know more than anyone else, you are the—(write *wisest*) person.

The first two letters in this word (write *before* and underline *be*) say—(give sound), and these letters say—. (Underline *fore* and give sound.) The whole word says—. This word which rhymes with *just* says—(Write *must*.)

If you want to know the answer to a question, it is a wise thing to—(Write *ask*.) Alice wanted to know whether she could go to May's house. (Write *So she asked Mother*.) Mother answered Alice by saying—(Write *You may stay until Jerry comes for you*.) The sentence helped you to know that this word (indicate *until*) says—. Read the new words as I add them to the card holder.

Silent Reading

Contents page. *Locating information; Drawing inferences*. We will read two stories today. The second story title leads me to believe that autumn must be about over. Why?

Pages 128-29. *Picture clues; Exercising judgment; Drawing conclusions.* Why is Little Frog jumping into the pool? What question will he ask Grandfather Frog? Do you think Grandfather Frog might be very wise? Why?

Verifying conclusions; Gathering information. Now read both pages. Was our thinking straight? Find out something very important which is true of all frogs.

Page 130. *Picture clues; Drawing inferences.* Will Little Frog get any help from the ones he is talking to?

Gathering information. Little Frog makes a great decision. Read and find out what he decides to do.

Page 131. *Picture clues; Drawing inferences.* To whom do you think the title refers? Do you think the birds will be able to answer Little Frog's question about winter?

Gathering information. What does Little Frog do next? Read all except the last paragraph and find out.

Exercising judgment; Drawing conclusions. Decide from reading the rest of the page what season it is. Do birds wait until winter comes, to fly south?

Page 132. *Verifying conclusions; Specific detail.* Read to find out exactly when the birds are to fly south. Find a sentence which proves that they fly south in autumn.

Page 133. *Gathering information.* The birds may not know what winter is. But what have they heard about it? What does one bird think Little Frog should do?

Oral Reading

Organization; Following a series of events in sequence. (Have the following sentences on the board.)

- _____ Little Frog talks to another little frog.
- _____ Little Frog talks to the bird.
- _____ Little Frog talks to Grandfather Frog.
- _____ Little Frog talks to everyone in the pool.

(Have sentences numbered in order in which events happened in story. Have story reread to follow sequence.)

Word Recognition Techniques

Initial consonant blends. It takes two letters to begin the word *sled*. (Write *sled*; underline *sl*; then erase word.) Show me how

sleep begins, and I will finish the word for you. (Continue with *snow, store, train, tweet*.)

Integrating reading, writing, and spelling (short i). (Repeat procedure from previous units, having pupils write the words *fish, him, sit, hill*, etc.)

(Long and short a). (Repeat previous procedures; have pupils write *sat, bad, fat, back, gas, came, name, game*.)

Vocabulary Enrichment and Extension

Synonymous meanings. To be wise is to be—. To be the wisest person is to be the—. *Delighted* means—. To be gay means to be—. Another word for *certainly* is—(*really*). To be all by yourself is to be—(*alone*). Another word for everyone is—(*all*). Another way to say “after a while” is—(*by and by*).

Supplementary Activities

1. *Workbook for The New Round About*, pages 87, 88, 89, 90.

2. Independent reading.

A Home for Sandy, pages 42-48. (Give help with *after*, page 43; *yard*, page 44.)

Fun with Dick and Jane, pages 140-46.

The Little White House, pages 56-64. (Give help with *postman*, page 57; *seven*, page 64.)

Through the Gate, pages 124-27. (Give help with *hungry*, page 124; *cents* and *popcorn*, page 125.)

Up the Street and Down, pages 101-10. (Give help with *us*, page 102; *take*, page 107.)

UNIT 26

The Long, Long Nap (pages 134-38)

Materials Needed

Pocket Card Holder

Word Cards: nap sleepy Where

Initial Procedure

Introducing new words and meanings (*nap, sleepy, Where*). Our three question words are—(Write *What, Who,*

Why.) If you put on your coat and cap to go away, I might say—(Write *Where are you going?*) Then the new question word is—(Add *Where* to card holder.) The short sound of *a* will help you to know that this word says—(Add *nap*.) If you know this word (write *sleep*), you will know that this card says—(Add *sleepy*.) Read each new word and use it in a sentence.

Silent Reading

Contents page. *Locating information; Drawing inferences.* The moment I read the title, I begin to wonder who will have what is told about. Have you any ideas?

Page 134. *Picture clues; Drawing inferences.* Have you any idea who this is jumping into the pool? Can you explain what is happening?

Oral recall; Gathering information. Read the page very carefully; then close your books. What do you remember about the weather and the way the woods looked? Who were at the bottom of the pool, and who was at the top of the pool when the first day of winter came?

Page 135. *Exercising judgment; Drawing conclusions.* Read two paragraphs; then think of three words which will tell how Little Frog felt while he waited for winter.

Verifying conclusions. Now finish the page and be ready to prove that it really is Little Frog whom we see jumping.

Page 136. *Picture clues; Exercising judgment; Drawing conclusions.* Have the seasons changed? How do you know? Who do you think this is coming up from the pool? How do you explain the fact that all the other frogs and old Mr. Turtle seem to be on the bank before Little Frog was?

Gathering information. Read the first two paragraphs. How long did the nap last? Exactly how did the Blue Pool look in winter? Now finish the page. What did Little Frog do the minute his nap was over?

Page 137. *Verifying conclusions.* Now read and be ready to prove that Little Frog was the last one to awake.

Page 138. *Gathering information; Associational reading.* Read the first two paragraphs to find out what everyone else around the pool did when Little Frog asked, "Where is winter?" Would you have done that? If you were Little Frog, how would you have

felt? What was the best thing for Little Frog to do, get cross, or laugh, too?

Now finish the page. Find out what he did do. Do you like Mr. Turtle? Why do you feel that way?

Page 139. Picture clues. How many things can you find out about a baby deer from the picture? What does the title say?

Oral Reading

Audience reading. (Choose six pupils and assign one of the Little Frog stories to each. Have the rest of the group judge what makes the reading interesting.)

Word Recognition Techniques

Integrating reading, writing, and spelling (short *i*; long and short *a*). Review techniques suggested in previous units and have pupils write the following words: *sat, sit, bad, nap, this, that, came, lame, name*, etc.)

Review of final sounds. If I write *duck*, all but the last letters, will someone finish it for me? (Continue with *fell, long, sang, back, wish, catch, south, north*.)

Sight vocabulary. What does this word say? (Write *What*; erase as quickly as written. Continue with *Where, Why, Who, This, That, There, The, Then, them*.)

Vocabulary Enrichment and Extension

Word concepts (*must, may*). When Alice says to Mother, "May I go to see Grandmother?" what does she mean by *may*? (*allow, let*) When Mother says, "You *must* go to bed!" what does she mean by *must*? Some things we *may* do, such as listening to the radio. Some things we *must* do, such as brushing our teeth (etc.). Tell me one thing you—(write *may*) do, and one thing you—(write *must*) do.

Supplementary Activities

1. *Workbook for The New Round About*, pages 91, 92, 93.
2. Independent reading.
A Home for Sandy, pages 49-50. (Give help with *kitty*, page 49; *take* and *our*, page 50.)

The Little White House, pages 65-70. (Give help with *children*, page 69.)

Through the Gate, pages 128-33. (Give help with *let*, page 131.)

Up the Street and Down, pages 111-21. (Give help with *wind*, page 111; *after*, page 114; *hat*, page 117.)

3. **Textfilm.** See Textfilm manual.

4. **Tests.** Before beginning the next unit, give the informal tests on pages 94 and 95 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores.

5. **Choral reading.** "Wise Johnny," from *Let's-Read-Together Poems*.

UNIT 27

Mother Deer and Her Baby (pages 140-44)

Materials Needed

Pocket Card Holder

Word Cards: as grow hurt other spots When

Initial Procedure

Introducing new words and meanings (*as*, *grow*, *hurt*, *other*, *When*). If someone is going away, we may say—(Write *Where are you going?*) We may also say—(Write *When are you coming back?*) The sentence helped you to know that this new question word (underline *When*) says—.

Here are two partner words. (Write *grew*, *grow*.) This part (underline *ew*) helps you to know that the first one says—. Since this part (underline *ow*) has the sound it has in *show*, the second word says—. Who will read both partner words?

Remember what this part said in the word *turtle*. (Write *hurt* and underline *ur*.) Then you will know that this new word says—.

One ice-cream cone was never enough for Jerry. He always wanted—(Write *another*.) *Another* is a compound word. The first word you see is—(Underline *an*.) The next word says—(Underline *other*.) Then what is this word? (Write *other*.) Alice called Mother to come and see her skate. Mother said, "I will come—"

(Write *as soon as I can.*) The phrase made you know that this word and this word (underline *as, as*) say—. Can you read each of the new words as I add the word cards to the card holder?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 140. *Picture clues; Gathering information.* Have you any idea where Mother Deer and her baby live? What differences do you see between them?

Specific detail. Read carefully. Find two phrases which tell exactly where Mother Deer lived (lines 4 and 7).

Page 141. *Oral recall; Gathering information.* Read the first paragraph; then close your books. Be ready to tell four things you found out about the fawn. This word (add *spots* to card holder) says—. Now finish the page. Be ready to tell what happened day after day.

Page 142. *Gathering information.* Read two paragraphs. The fawn asks a question. How does Mother Deer answer it?

Now finish the page. Baby Deer asks another question. How does Mother Deer answer him?

Page 143. *Gathering information.* Does it take a long or a short time for a deer's spots to go away? Read the page and see what you think. Find out also what the conversation between the fawn and the duck is about.

Page 144. *Gathering information.* Only careful readers can do what I ask. Read the whole page. Prove that spots are good for a baby deer.

Oral Reading

Paragraph reading; Locating information. Find and read aloud the two paragraphs which tell where Mother Deer lived. The one which proves that spots are good for a little deer! (Continue in similar way until story has been reread.)

Word Recognition Techniques

Sight vocabulary. (Write the following sentences on board and have each one read: Who are you? What are you doing? Why do you do that? Where are you going now? When will you come back?) What do you notice about each of our question

words? If I begin the word *Where*, will someone finish it for me? (Continue in similar way.)

Integrating reading, writing, and spelling (long i). The name of this vowel (write *i*) is—. Its short sound is—. The vowel *i* also has a long or name sound. Its long sound is "i." (Give sound.) Listen as I say *hid*, *hide*. In which word do you hear the long or name sound of *i*? Watch as I write *hide*. How many vowels do you see? What is the first vowel? What does it say? What is the second vowel? Where does it come? Does it have a sound? Why not? Could someone write the word *side*? (*wide*, *wife*, *fine*)

Vocabulary Enrichment and Extension

Increasing vocabulary. A better name for a baby deer is a—. For a mother deer! (*doe*) For a father deer! (*stag*, or *roebuck*) For a father deer's horns! (*antlers*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 96, 97, 98, 99.

2. Independent reading.

• *A Home for Sandy*, pages 52-55. (Give help with *cookies* and *milk*, page 54; *porch*, page 55.)

Fun with Dick and Jane, pages 82-89.

The Little White House, pages 71-78. (Give help with *black*, page 77; *take*, page 78.)

Through the Gate, pages 135-39. (Give help with *looking*, page 135; *dress*, page 136.)

UNIT 28

The Big New World (pages 145-48)

Silent Reading

Contents page. *Locating information; Drawing inferences.* When I read the title, I infer that Little Deer must have grown up and lost his spots. Does the title make you feel that way? Why?

Page 145. *Picture clues; Exercising judgment; Drawing conclusions.* Baby deer is out in the world all right; but has he lost his spots? Explain what is happening.

Verifying conclusions. Now read the first paragraph. What is the real reason why Little Deer has left his nest?

Gathering information. Finish the page. Find out how Little Deer felt, and how the world looked to him.

Page 146. *Picture clues.* Have you ever seen this place before?

Gathering information. I think the farmer of Blue Barns has replaced the wild ducks with a different kind of animal. Read the page and find what kind it is.

Page 147. *Gathering information.* Read carefully. Little Deer forgets to do a very important thing. Find out what that is. What season was it when Little Deer first went with Mother Deer for a walk in the woods? How do you know? Only good thinkers can figure that out.

Page 148. *Picture clues.* Did this picture have a surprise for you? What was it?

Gathering information. Was Little Deer as surprised as you were? How did he feel? Read the page and find out.

Page 149. *Picture clues.* We can easily tell what was one of the things Little Deer saw when he went out alone to see the world. Do you remember the name for a deer's horns? Then can someone read the title of the next story?

Oral Reading

Paragraph reading; Locating information. Find and read the paragraph which tells what Little Deer did when he came home from his walk to the farm. (Continue in similar way.)

Word Recognition Techniques

Sight vocabulary. (Have the following sentences on board with indicated words underlined: This is my cap. That is your coat. There is Jack. The boys are Jerry and Carl. I saw them at the store. Then they went home. Have each sentence read.) What did you notice about each of the underlined words? If I begin the word *then* (write *th*), will someone finish it for me? (Continue in similar way.)

Integrating reading, writing, and spelling (long i). The name of this vowel (write *i*) is—. Its short sound is—. Its long sound is—. Listen as I say *wide*. Which sound of *i* did you hear? Can someone write the word *wide*? (*wipe, wise, wire, fire*)

Initial consonant blends. It takes two letters to begin the word *spot*. (Write *spot*; underline *sp*; then erase word.) If someone will show me how *spot* begins, I will finish the word. (Continue with *spoon*, *spool*, *spun*, *spill*.)

Vocabulary Enrichment and Extension

Synonymous meanings. Another name for antlers is—. For fawn—! For a doe—! For a stag or roebuck—! For a forest—!

Supplementary Activities

1. *Workbook for The New Round About*, pages 100, 101, 102.
2. Independent reading.

A Home for Sandy, pages 56-59. (Give help with *drank*, page 58.)

Fun with Dick and Jane, pages 90-93.

The Little White House, pages 79-92. (Give help with *us*, page 80; *Aunt*, page 81; *conductor*, page 83; *dinner*, page 91.)

Through the Gate, pages 140-44. (Give help with *mouse*, page 143; *us*, page 144.)

Up the Street and Down, pages 122-26. (Give help with *under*, page 124.)

UNIT 29

A Deer with Antlers (pages 149-58)

Materials Needed

Pocket Card Holder

Word Cards: antlers head off

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as I have read the title, I know whether the story will be about a doe, a fawn, or a stag. Do you?

Page 149. *Picture clues.* Of course the season is—.

Skimming. Skim the page quickly for the word *antlers*. The antlers are on the deer's—. Now skim for the word *head*. These two cards say—(Add *antlers*, *head* to card holder.)

Gathering information; Exercising judgment; Drawing conclusions. Little Deer asks two questions. Read to find out what the questions are and try to answer them.

Page 150. *Picture clues.* Can you explain what Little Deer seems to be doing and why? What news will he have for Mother Deer? Do you think the stag or roebuck has frightened him?

Verifying and gathering information. Little Deer gets a very funny idea into his head. Find out what it is. Were we right when we said that the stag had frightened him?

Page 151. *Gathering information.* Mother Deer explains about antlers. She also gives Little Deer a very important piece of information. Read to find out what it is.

Page 152. *Picture clues; Drawing inferences.* Why is Little Deer talking to the rabbit and Mr. Turtle?

Exercising judgment; Drawing conclusions. Mother Deer said Little Deer would have antlers before long. I believe she may have made a mistake. Read the first two paragraphs and see if you think so, too.

Gathering information. Little Deer thinks up a plan. See what the plan is. On what kind of day did he start?

Page 153. *Gathering information.* How did the rabbit and Mr. Turtle answer Little Deer?

Page 154. *Gathering information.* How does the bird answer?

Page 155. *Gathering information.* Is Grandfather Frog of any help? How does he answer that question?

Pages 156-57. *Picture clues; Exercising judgment; Drawing conclusions.* Can you find the surprise in the picture? Why is Little Deer looking down into the water? How are his antlers different from those of the stag? (Explain that a deer loses his antlers each winter and grows new ones in the spring. When the new antlers first appear, they are said to be "in the velvet.")

Gathering information; Oral recall. Read both pages carefully. How did Little Deer happen to discover his antlers?

Page 158. *Picture clues; Drawing inferences.* Who do you think this is? How long do you think it was before Little Deer looked like this?

Gathering information. Read the first two paragraphs. Find out a very important thing about Little Deer which is also true of all other deer. The new word is—(Add off to holder.)

I really believe Little Deer was the king of the woods. Finish the page and see if you agree. Why?

Page 159. *Picture clues; Exercising judgment.* Does the title of the next story suit the picture? Why?

Oral Reading

Audience reading. (Choose three readers; assign one of the "Little Deer" stories to each; then proceed as in similar previous units.)

Word Recognition Techniques

Integrating reading, writing, and spelling (long and short sounds of *a* and *i*). If you want to write the word *nap*, what vowel will you use? How many vowels? (Repeat with *him*, *am*, *sit*, *bad*, etc.)

If you want to write the word *time*, how many vowels will you use? Who will write the word? (Repeat with *gave*, *gate*, *white*, *ate*, *ride*, *like*, etc.)

Sight vocabulary. Watch these words change. Be ready to tell what each word says. (Write *the*; change to *then*, *when*, *them*, *there*, *where*. Change *why* to *who*; *that* to *what*.) I will write the beginning of a word. (Write *th*.) Who can finish the word *the*? (Continue with *then*, *them*, *there*, *this*, *that*. Repeat techniques with *wh* for *why*, *who*, *when*, *where*, *what*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 103, 104, 105.
2. **Independent reading.**
A Home for Sandy, pages 60-62.
Fun with Dick and Jane, pages 104-7.
The Little White House, pages 93-96. (Give help with *T*. and *Turkey*, page 93; *gobble*, page 94.)
Through the Gate, pages 145-50. (Give help with *shelf*, page 145; *books*, page 149.)
Up the Street and Down, pages 128-43. (Give help with *candy*, page 128; *has*, page 132; *balloons*, page 141.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the two informal tests on pages 106-7 of the *Workbook for The New Round*

About. A score of 1 is given for each item marked correctly on page 106. Superior groups should score at least 8 on this auditory-and-visual perception test. Be sure pupils understand directions on page 107, but give no help whatsoever. Use this test as a gauge of the growth of each child in accurate comprehension of simple text material and in ability to draw simple deductions from what is read. If pupils have difficulty with this page, put a similar paragraph on the bulletin board each day.

UNIT 30

Paddy and His Pets (pages 160-70)

Materials Needed

Pocket Card Holder

Word Cards: always fast pocket(s) smiled
church Paddy seat Sunday

Initial Procedure

Introducing new words and meanings (*always, smiled, Paddy*). We have a new character, a new boy in our story today. (Write *Paddy*.) Since the first part of his name (underline *Pad*) rhymes with *bad*, you know that his name is—. Paddy was— (Write *always happy*.) Let me help you with this new word. (Indicate *always*.) You know this word. (Write *all*.) Since this word rhymes with *day*, it says—(Write *way*.) Now it says—(Add *s* to *way*.) Watch carefully what I do when I put *all* and *ways* together to make one word. (Erase one *l* from *all* and add *ways*.) The new word says—. Now what about Paddy? He was—(Indicate phrase *always happy*.) When you looked at his face, you always saw a— (Write *smile*.) This word begins like *smoke*. Since there are two vowels, this vowel (indicate *i*) has its name sound. Paddy's face always had a sm——. Then this word says—(Add *d* to *smile*.) Read each new word as I put the cards in the holder.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 160-61. *Picture clues; Drawing inferences.* Do you think Paddy had a pet before the story began?

Oral recall; Verifying conclusions. Read both pages so carefully that you can remember everything that happened. Were we right when we thought that Paddy got his pet kitten just that day? These words you worked out for yourselves are—(Add *fast pockets* to card holder.)

Pages 162-63. *Picture clues.* Have you an idea what is in the pocket this time?

Oral recall; Verifying conclusions. (Use procedure suggested for pages 160-61.)

Pages 164-65. *Picture clues; Drawing inferences.* I really believe Father must be a hunter. Why? Have you any idea why Paddy is putting his pets back in those pockets?

Oral recall; Verifying conclusions. There is a compound word in the first line of page 164. I hope you can see the two little words. Read both pages so carefully that you can remember everything that happened. These two new words are—(Add *Sunday, church* to card holder.)

Pages 166-67. *Picture clues.* I hope Father has emptied his pockets, don't you?

Oral recall. Read both pages, find out everything that happened and see if he had. Did you notice the little word *eat* inside this word? (Add *seat* to card holder.)

Pages 168-69. *Picture clues.* Have you any idea why Father is looking at that coat? Sometimes when our fathers and mothers are very much surprised, they say—(Write *Upon my word!* Will Father say that?)

Oral recall. Read both pages. See if this time you can remember everything which happened.

Associational reading. Would you have done what the other people in the church did? Why didn't they laugh instead of smile? Do you think Father was cross?

Page 170. *Gathering information; Verifying conclusions.* Read and find out what actually did happen. Was Father's idea a good one?

Page 171. *Picture clues.* Have you any idea what kind of day it is? What do you do on snowy days? Look at the new word in the title. Think how it begins. Think of the name of the next letter. Who is ready with the title?

Oral Reading

Organization; Following a series of events in sequence.

(Have the following on board. Proceed as in similar units.)

- _____ Paddy gets a basket for his pets.
- _____ Paddy gets a puppy.
- _____ Paddy hides his pets.
- _____ Paddy gets a kitten.
- _____ Paddy plays in the garden.
- _____ Paddy walks to church.
- _____ Paddy and Father leave church.
- _____ The kitten gets a bump.
- _____ Father and Paddy sit down in the seat.

Word Recognition Techniques

Associating the short sound of *o* with the letter *o*. This letter (write *o*) is also a vowel. Its short sound is—(Give short *o* sound.) Listen carefully as I say *hop*, *hat*, *hit*. In which word do you hear the short *o* sound? Let's prove that you are right. (Write *hop* and direct attention to the *o* and to the fact that there is but one vowel. Continue in the same way with *Bob*, *Bill*, *Bert*; *has*, *hot*, *him*; *pig*, *pond*, *pan*, etc.)

Integrating reading, writing, and spelling (long and short sounds of *a* and *i*). If I ask you to write the word *ran*, which of these vowels will you use? (Write *a*, *i*.) The one who can show me may write the word. How many vowels will you use? (Continue with *him*, *bad*, *sit*, *nap*, etc.)

If I ask you to write the word *time*, which vowel will you use? How many vowels? (Continue with *make*, *five*, etc.)

Initial consonant sounds (review). Show me how *church* begins, and I will finish the word for you. If you remember that this part says—(write *ur*), maybe you could write the whole word. What did you notice about the way *church* begins and ends? (Continue with *what*, *shining*, *thank*, *kitten*, *very*.)

Vocabulary Enrichment and Extension

Compound words. The two little words in this big word helped you to know that it said—(Write *Sunday*.) I will put some other words together. (Write *overcoat*, *overhead*, *farmhouse*, *riverbank*, *basketball*, *faraway*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 108, 109, 110, 111, 112.
2. Independent reading.
A Home for Sandy, pages 64-68. (Give help with *balloons*, *has*, *four*, page 64.)
Fun with Dick and Jane, pages 108-16.
The Little White House, pages 97-108. (Give help with *pie*, page 104.)
Through the Gate, pages 151-57. (Give help with *soldier*, page 151.)
Up the Street and Down, pages 144-48.
3. Textfilm. See Textfilm manual.
4. Choral reading. "The House Cat" and "My Dog" from *Let's-Read-Together Poems*.

UNIT 31

Good Coasting (pages 171-84)

Materials Needed

Pocket Card Holder

Word Cards: bundle coasting rolled turn

Initial Procedure

Introducing new words and meanings (*bundle*, *rolled*, *turn*). The first part or syllable in this word (write *bundle* and underline *bun*) rhymes with *fun*. Another name for a package is a—. Sometimes when it is cold, we—(Write *bundle up well*.) What do we do then?

If you remember that the name of this letter (write *roll* and indicate *o*) is—, you know that this word says—. Now it says—(Add *ed* to *roll*.) The part you see and hear in this word (write *turn* and underline *ur*) makes you know that it says—. Read each of these words. (Add the four word cards to holder.)

Silent Reading

Contents page. Locating information. (Use in usual way.)

Page 171. Gathering information. Who was the one who

suggested going coasting? Read and see. Find out what you would have seen if you had looked from the window. Was there much snow or just a little?

Page 172. *Gathering information.* Mother does not agree with Jerry. She makes everyone do two things. Find out what they are.

Page 173. *Oral recall.* Someone is having fun with Alice. Read the page and be ready to tell the joke.

Pages 174-75. *Gathering information.* What did Alice and Jerry do first after they ran out the door? What next? Where are they when you are through reading page 175?

Pages 176-77. *Specific detail.* What kind of hill is best for coasting? Read both pages. Find a sentence which proves that the hill was long. Be ready to tell exactly how the people looked as they climbed the hill.

Pages 178-79. *Gathering information.* How does it happen that Alice, not Jerry, is riding with Father? Is Alice a bit frightened? Read to find out.

Page 180. *Picture clues.* Is Alice frightened now? How can you tell? Has she any reason for being frightened?

Gathering information. I wonder if they went round the turn and landed safely. Read and see.

Page 181. *Picture clues; Vocabulary extension.* Do you know the name for a sled like this? (bobsled)

Exercising judgment; Drawing conclusions. Read the page and decide whether Father and Alice climbed right back up the hill.

Pages 182-83. *Picture clues; Drawing inferences.* What do you think of the boy's steering? Do you suppose anyone was hurt? Have you any ideas about the ones who are starting downhill on the next sled?

Verifying conclusions. Read both pages and check your thinking.

Predicting outcomes. What will happen when Mother and Jerry start round the turn?

Page 184. *Verifying predictions.* Read the page and find out what really happened. How long do you think this coasting went on?

Page 185. *Picture clues.* Mr. Carl is certainly bundled up well, isn't he? Of course you can read the title. But have you any ideas where Mr. Carl might get a new bird in the wintertime?

Oral Reading

Marks of punctuation. You may each choose your favorite page. As you read it orally, we will watch to see how well you interpret the question and exclamation marks, and how well you read two- and three-line sentences.

Word Recognition Techniques

Associating the short sound of o with the letter o. This vowel (write *o*) says—, and its short sound is—. Listen as I say *nine, not, nest*. In which word do you hear the short sound of *o*? Let's prove that *not* is the right word. (Write *not*, direct attention to the *o*, and stress the fact that there is but one vowel. Continue with *got, get, give; chop, chin, chain*.)

Integrating reading, writing, and spelling (long and short sounds of a and i). (Repeat procedures from preceding unit.)

(Phonetic parts.) Since you know that this part says—(write *ar*), use it to write the word *far*. Make *far* say *farm*. *Farmer!* (Continue with *ow* for *show*, *ow* for *how*, *ou* for *out*, *oy* for *boy*, *ur* for *turn*, *or* for *work*, *ir* for *girl*, *ay* for *gay*, *oo* for *soon*, *oo* for *good*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 113, 114, 115, 116, 117.
2. **Independent reading.**
A Home for Sandy, pages 69-74. (Give help with *Bang* and *way*, page 69; *gone*, page 70.)
Fun with Dick and Jane, pages 122-29.
The Little White House, pages 109-22. (Give help with *books*, page 109; *yellow*, page 113.)
Up the Street and Down, pages 149-52.
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the last unit, give the two informal tests on pages 118, 119 in the *Workbook*. A score of 1 is given for each item marked correctly. Pupils in superior groups should make a perfect score on the auditory-and-visual perception test; a score of at least 9 on the vocabulary test. If scores fall lower than this, check your teaching with the unit plans. Test each child with the word cards for *The New Round About*.

UNIT 32

Ting-a-ling (pages 186-94)

Materials Needed

Pocket Card Holder

Word Cards: about enough nightingale ting-a-ling
 bell letter sing

Initial Procedure

Introducing new words and meanings (*about*, *bell*, *enough*, *ting-a-ling*). Since this word rhymes with *sell*, you know that it says—(Add *bell* to card holder.) This ending which we add to the word *go* to make it say *going*, says—(Write *going* and underline *ing*.) Use it to help you find out what sound a bell makes. (Add *ting-a-ling* to card holder.) This word and this word (write *about* and underline the words *a* and *out*) help you to know that the new word is—(Add *about* to card holder.) Jerry always wants two ice-cream cones. One is never enough. (Write *enough*.) We need to take a good eye picture of the word *enough*. Watch as I write it again. I hope you have looked at it closely enough to know that this word card says—(Add *enough*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The minute I read the title I have an idea what happens at Mr. Carl's house. Have you?

Pages 186-87. *Picture clues; Drawing inferences.* Were we right when we said there was someone at Mr. Carl's door? If the mailman rings the bell, what kind of letter must it be?

Can you explain why Mr. Carl wears a cap to bed? He isn't wearing pajamas, but he is wearing a—. He must be very snug and warm in that bed. How do you suppose he felt when he heard that bell?

Gathering information. Read both pages and find out something else that happens the minute the bell rings. The new word is—(Add *sing* to card holder.)

Pages 188-89. *Skimming.* You know how the word *letter*

begins. Skim and see how many times you find the word *letter*. (Add *letter* to holder.)

Gathering information. Read very carefully and keep your mind on the story. What was the letter about? Find out four important things about that bird. You may even be able to work out the last word you read for yourselves, providing you see some little words inside. If not, I will help you. (After four important details about the bird have been recalled, write the word *nightingale* on the board.) This word has three parts or syllables. The first syllable says—(underline *night*), the second syllable—(underline *in*). In the last syllable I see two vowels. (Underline *a* and *e*.) So I know that *a* has its long or name sound and says—. Who knows what the last syllable says? The word? The little brown bird has a long name. It is—. (Add *nightingale* to holder.)

Page 190. *Gathering information.* Is someone going to give Mr. Carl a nightingale? Find out exactly what he has to do to get the bird. I believe Mr. Carl wishes he were a bird himself in the wintertime. Did you find out why?

Page 191. *Gathering information.* Will Mr. Carl walk to the city? Read and find out.

Page 192. *Gathering information.* Alice suggests something and Mr. Carl makes a promise. Find out what Alice wants him to do, and what promise he makes.

Page 193. *Picture clues; Drawing inferences.* There was no one in the seat with Mr. Carl. So he did not talk to anyone. I guess he just—(write *thought*), don't you? I hope he had some—(Write *happy thoughts*.)

Gathering information. I am sure one thought made him smile to himself. Find out what that thought was.

Page 194. *Gathering information.* What else does Mr. Carl think about? Find out why that little brown bird is called nightingale.

Oral Reading

Establishing standards for oral reading. What is one thing to do to make our reading interesting to other people? (*Make sound as if the people in the story were really talking.* Continue with: 2. Read two- and three-line sentences as if they were all o

one line. 3. Watch for question marks and exclamation marks. Have each child read his favorite page aloud while rest of group judges the good points about his reading.)

Word Recognition Techniques

Associating the long sound of o with the letter o; Integrating reading, writing, and spelling. The name of this vowel (write *o*) is—. Its short sound is—. But *o* also has a long or name sound. You hear it in the word—(Write *home*.) The long or name sound is—. Do you notice that there are two vowels in the word? (Underline *o* and *e*.) The second vowel is—, it comes on the end of the word, and it is silent. Say the word and check to see if the second vowel is silent.

Could someone write the word *bone*? How many vowels will you use? What will the first vowel be? The second? (Continue with *hole, pole, nose, rose*.)

Initial consonant blends. It takes two letters to begin the word *smile*. (Write *smile*; underline *sm*; then erase word.) If someone will show me how *smoke* begins, I will finish the word for you. (Continue with *blue, brown, cross, fly, frog, play, pretty, sled, snow, stay*.)

Vocabulary Enrichment and Extension

Word concepts. I am sure Jerry can run *fast*. What does *fast* mean in that sentence? (quickly) Mr. Carl went on the fast train; what is a fast train? "Hold fast to the rope, Jerry," said Father. How would Jerry hold? (tight) Sometimes when people do not eat, they—(fast).

Supplementary Activities

1. *Workbook for The New Round About*, pages 120, 121, 122.
2. Independent reading.
A Home for Sandy, pages 76-78. (Give help with *room* and *under*, page 77.)
Fun with Dick and Jane, pages 135-39.
The Little White House, pages 123-28. (Give help with *wheat* and *plant*, page 124; *mill*, page 125; *bread*, page 126.)
Up the Street and Down, pages 153-57.

UNIT 33

In the City (pages 195-202)

Ting-a-ling Again (pages 203-5)

Materials Needed

Pocket Card Holder

Word Cards: always enough really thought until

Initial Procedure

Vocabulary review. (Have all words listed above in card holder.) Jerry never has *enough* ice-cream. Show me a word in the card holder which I used in my sentence. Read the word. (Continue in similar way; then have several pupils read up and down the word ladder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 195. *Picture clues; Skimming.* Mr. Carl seems to have arrived safely in the city. Skim the page for the name of the street he is looking for.

Gathering information. Find out what Mr. Carl generally does when he comes to the city. Today is going to be different. Find out why.

Pages 196-97. *Picture clues; Drawing inferences.* It looks as if Mr. Carl had forgotten his good resolution already. Why? What kind of store is this? (Have fire hydrant and box identified. Have all signs read.) Have you any idea what Mr. Carl has in that package? Have you any idea whom it is for?

Verifying conclusions; Exercising judgment. Now read both pages and check our thinking. Do you think it was all right for Mr. Carl to do what he did?

Pages 198-99. *Picture clues; Drawing inferences.* What stores has he come to now? (Have all signs read.) Have you any idea what he may buy in the hardware store? Whom would it be for? How many packages has he in his hands on page 199? What does he seem to be doing in the picture?

Verifying conclusions; Oral recall. Now read both pages to check our thinking.

Pages 200-201. *Picture clues; Drawing inferences.* Why does Mr. Carl stand with his hand in his pocket? Why is he walking away from the store? Where is the nightingale? Do the pictures give you any ideas?

Verifying inferences; Gathering information. Read both pages carefully. Check our thinking.

Page 202. *Gathering information; Associational reading.* Poor Mr. Carl! How disappointed and sad he must be as he rides home on the train! Read and see if he is.

Page 203. *Picture clues; Drawing inferences.* I almost know what Alice and Jerry and Paddy are saying in this picture. Do you? Remember that promise.

Verifying inferences. Read the page quickly. Are the children really asking Mr. Carl to go coasting?

Page 204. *Picture clues.* Did Mr. Carl keep his promise? The picture answers the question, doesn't it? But how did Mr. Carl get out of going? Read and see.

Page 205. *Gathering information.* I suppose Alice and Jerry and Paddy were very disappointed. Read and see if they were. Find out also whether Mr. Carl ever gets a chance to sleep late in the morning.

Oral Reading

(Review the techniques for improving oral reading that were talked over in previous unit. Have each pupil read his favorite page from the stories.)

Word Recognition Techniques

Integrating reading, writing, and spelling (long and short sounds of *a, i, o*). (Write *a, i, o* on board in very large letters.) Listen as I say *him*. What vowel do you hear? What sound does the vowel have? How many vowels will you use to write the word? Who can write the word *him*? (Repeat with *time, nap, make, hop, home*.)

Final sounds. If I write the word *bell*, all but the last letters, will someone finish it for me? (Continue with *farm, bird, down, went, dog, hop, look, happy, girl, Jack, river, long, catch, show, play*.)

Vocabulary Enrichment and Extension

Classification; Word associations. As we have been reading *Round About*, we have met several new people or characters. Some have been—(write *Men*), some—(write *Women*), some—(write *Boys*). How many men characters can you remember? (List suggested names under heading *Men*. Proceed in similar way with other headings.) Now suppose each of you choose the two characters you like best and tell the most interesting thing you remember about them.

Supplementary Activities

1. *Workbook for The New Round About*, pages 123, 124, 125, 126.
2. Independent reading.
A Home for Sandy, pages 79-81. (Give help with *cage* and *Ha!*, page 79; *Grr-r-r*, page 80.)
Fun with Dick and Jane, pages 147-57. (Give help with *school*, page 147.)
The Little White House, pages 129-57. (Give help with *mouse*, page 133; *Christmas*, page 145; *race*, page 152.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Give the informal tests on pages 127 and 128 of the *Workbook*. A score of 1 is given for each item marked correctly. Superior groups should make perfect scores on the vocabulary test. Use page 128 to test growth in pupil ability to read independently and to exercise judgment and draw conclusions.

Standardized Achievement Test

A Reading Achievement Test for use at the end of the First Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Second Reader, *The New Friendly Village*.

Diagnosis of Pupil Growth

(Upon the completion of *The New Round About*)

1. Are pupils continuing to have a thoroughly enjoyable experience in learning to read? Are they continuing to enter into story experiences so that the characters and events come alive to them as they read?

2. Is the growing power in reading on the part of these pupils evidencing itself in the following ways:

- a) Is there clear evidence that the reading vocabulary of these pupils has advanced far beyond the vocabulary of the basic books?
- b) Can they read various primers, first readers, and even second readers with ease and confidence?
- c) Is there increasing evidence that these pupils are turning to reading as an enjoyable leisure-time activity?
- d) Is there increasing evidence of home and public library reading?
- e) Are these pupils constantly using reading in the activities of the school day: reading bulletin board announcements, library books, etc.?

3. Can they read silently for the following purposes?

- a) to locate and gather information
- b) to skim to locate desired information quickly
- c) to note specific details
- d) to predict outcomes
- e) to draw and verify inferences
- f) to exercise judgment and draw conclusions
- g) to associate story experiences with personal experiences and judge their validity

4. Is oral reading fluent, rhythmic, and expressive?

5. Have good fundamental reading habits been well established?

Can pupils read silently with little or no evidences of head and lip movement? Is it the natural thing for them to read silently before reading orally? Do they understand the purpose of common marks of punctuation: period, question mark, exclamation point? Do they recognize and understand the purpose of paragraph divisions?

6. Has pupils' ability in auditory and visual discrimination developed to the degree that they can:

- a) combine sound clues with picture clues in unlocking new words?
- b) combine sound clues with context clues for the same purpose?
- c) use these techniques independently and successfully?

Program for the Average Group

UNIT PLANS FOR THE FIRST READER

The New ROUND ABOUT

UNIT I

On the Farm (pages 6-9)

Materials Needed

Pocket Card Holder

Word Cards:	farm	fisherman	him	river
	fish	Grandmother	pet	

Initial Procedure

Introducing *The New Round About*. (See Program for the Superior Group, Unit 1, page 15.)

Establishing methods of word attack. Before we begin to read, let's think together for a moment. We are going to help ourselves with each new word whenever we can. What is the first thing to do when you come to a word you do not know? (Think how it begins.) What is the next thing to do? (Jump over the word and read the rest of the sentence.) What is another good thing to do? (Look at the picture.) Don't forget these three things. Then you will be like Alice and Jerry. You can help yourselves.

Silent Reading

Page 6. *Picture clues; Skimming*. Who do you think this woman may be? If she is Grandmother, her name will begin with a capital letter. How many times can you find the word *Grandmother*? Then this card says—(Add word card *Grandmother* to holder.) How many times can you find—(add *farm*)?

Developing ability to draw inferences. Sometimes a visit lasts only a few minutes. Sometimes a visit lasts a day or two. Read the first sentence. Which kind of visit will Jerry make? What word makes you think so?

Gathering information. When I go to a farm, I always want to see the—(Write *animals* on board.) Now finish the page. Find out one interesting thing about Grandmother. Find three things Jerry likes, and which one he likes best.

Page 7. *Following a sequence of events.* Read the first two sentences. You will find a new word (*him*). Remember what to do about it. Now tell me what happens first. Show me the new word. Then this card says—(Add *him* to card holder.) Read the next two sentences. What happens next?

Developing word concepts. An animal that belongs to you has a special name. Jerry calls his duck by that name. Read two sentences and find it. The duck is Jerry's—(Add word card *pet* to card holder.)

Drawing inferences. Finish the page. Grandmother does something. See if you can figure out why.

Page 8. *Picture clues; Skimming.* What are Jerry and Grandmother trying to do now? You know how the word *fish* begins and ends. How many times can you find it? (Add word card *fish* to card holder.)

Initial consonant clues. You will know how the new word begins. Read three sentences and find out where the boat really is. Then this card says—(Add *river* to card holder.)

Sequence of events. Finish the page. What happens next?

Page 9. *Sequence of events; Gathering information.* Read five sentences. What happens next? What interesting thing can ducks do?

Word structure. Grandmother uses a very long word. But you can get it. (Write *fisherman*.) Do you see this word at the beginning? (Draw a line under *fish*.) Do you see the part you hear in the word *her*? (Draw a line under *er*.) Do you see the word on the end? (Draw a line under *man*.) The word Grandmother uses is—. And this card says—(Add *fisherman* to card holder.) Read the next two sentences. What does Grandmother say about the duck?

Gathering information. Jerry will not call his pet "Little Duck" from this time on. What will he call him? Finish the page and see.

Oral Reading

Organization. (Have the following sentences on board. Have pupils decide which one tells what happened first in the story, number that sentence 1, and then read the page or section of page which goes with the sentence. Proceed in similar fashion with other sentences.)

- _____ Grandmother and Jerry go to the river.
- _____ Jerry comes to the farm.
- _____ Jerry gets a duck for a pet.
- _____ The duck gets a new name.
- _____ The duck gets a little fish.

Word Recognition Techniques

Associating final word sounds with the letters which represent them (*m*). *Am—him!* What do your ears tell you about these words? Let's see if they do end with the same sound and the same letter. (Write *am—him* on board and direct attention to *m*.) We had another word today which ends like *him*. Was it *fish* or *farm*? (Wait for suggestion *farm*; then write it on board.) I will write two new words for you. One will say *heart*; a valentine heart! One will say *harm*; do not harm your new book. Which word says *harm*? How do you know?

Supplementary Activities

1. **Workbook for *The New Round About***, pages 1, 2, 3. Give whatever guidance is necessary on page 1. Do first section of page 2 with children.
2. **Independent reading.** If the following primers are available, pupils may read, at their seats or in groups, the pages noted. Help should be given with character names and with any other new vocabulary. New vocabulary (aside from character names) is indicated the first time a new word appears in each book.
Fun with Dick and Jane (Scott, Foresman and Co.), pages 6-9. (Give help with the words *we* and *fun* on page 8; with *funny* on page 9.)
Through the Gate (Silver Burdett Co.), pages 5-9. (Give help with the word *Baby* on page 7.)

UNIT 2

Home Again (pages 10-11)

Materials Needed

Pocket Card Holder

Word Cards: catch No show

Initial Procedure

Introducing new word and its meaning (*show*). You remember that in the word *now*, this part said *ow*. (Write *now* and draw line under *ow*.) Sometimes these two letters (write *ow*) have a different sound. They say "ō." That is what they say in this new word. (Write *show*.) Since you know how the word begins and since you know that this part (draw line under *ow*) says "ō," you know the word says—. (Add word card *show* to card holder.) What kind of shows do you like?

Silent Reading

Contents page. *Locating information; Drawing inferences.* I believe Jerry's visit is over. Find the title of the second story, figure out why I think the visit is over, and then turn to the page on which the story begins.

Page 10. *Reading for specific detail.* Read the title and two sentences. Find out exactly how long Jerry's visit lasted.

Read two more sentences. Find exactly how Alice felt and what she did to show how she felt. Now finish the page. Jerry tells Alice three things about the duck. Find out exactly what he tells her. Now tell me what the new word says. (Put word card *catch* in card holder.)

Page 11. *Gathering information; Reading for specific detail.* I told you we would read about a show. But what kind of show will it be? Exactly when will it take place? Read until you find out. (Discuss what a pet show is.)

Exercising judgment; Drawing conclusions. The pet who gets the prize at a pet show is generally the best-looking pet or one that can do some special trick. Has Quack, Quack a chance to

get the prize? Finish the page and decide. The new word which begins like *new* and ends with *o*, says—(Add *No* to card holder.)

Predicting outcomes. What may happen in the story tomorrow? Won't that be exciting!

Oral Reading

Vocabulary review. The one who knows this word (indicate *catch*) may read page 10. (Repeat with *show* and *no* for page 11.)

Word Recognition Techniques

Associating initial consonant blends with letters which represent them. It takes two letters to begin the word *green*. (Write *green*—*Green*; then *gr*—*Gr*; then erase words and blends.) Show me how *Grandmother* begins, and I will finish the word for you. (Repeat with *green*.)

Integrating reading, writing, and spelling. If you remember that this part says—(write *ar*), I am sure someone can write *farm*. Now if you remember that these two letters say “ō” (write *ow*; then erase), someone can write *show*. (DO NOT FORCE SPELLING. Enjoy these activities day after day and spelling will emerge.)

Vocabulary Enrichment and Extension

Word concepts. (Write *I went to a show*.) What do you think *show* means in this sentence? (Write *I will show you my dog*.) What do you do when you *show* someone something? Remember, *show* is an interesting word. It can mean different things.

Supplementary Activities

1. *Workbook for The New Round About*, pages 4, 5, 6. Be sure directions on pages 4 and 5 are clearly understood. Give whatever guidance is necessary.
2. **Independent reading.** Pupils may read, at their seats or in groups, the pages noted in the following primers.
Fun with Dick and Jane, pages 18-21. (Give help on page 19 with *baby*; on page 20 with *who*.)
Through the Gate, pages 10-13. (Give help on page 10 with *Daddy* and *stop*.)

UNIT 3

The Pet Show (pages 12-15)

Materials Needed

Pocket Card Holder

Word Cards

basket	everyone	fisherman	No	river	They
carry	farm	Grandmother	pet	show	your
catch	fish	him	ribbon	There	

Initial Procedure

Vocabulary review. (Have the following word cards in the card holder: *catch, farm, fish, fisherman, Grandmother, him, pet, no, river, show*. Have pupils who need special help play "One, Two, Three! How Many for Me?")

Introducing new words and meanings (*everyone, They, There, your*). (Have the following sentences on board.)

I want everyone to come.

Alice and Jerry wanted to go.

They liked pet shows.

There they come.

Is that your duck?

The man who was to be judge in the pet show wanted *all* the boys and girls to come. But instead of saying *all*, he used the word *everyone*. (Indicate *everyone*, sentence 1.) Read to find out what he said. I know something interesting about the word *everyone*. (Hold up word card.) It is a compound word. This part (indicate *every*) says *every*, and this part (indicate *one*) says—. The compound word says—(Add word card to card holder.) And *everyone* means—.

Who wanted to go to the show? (Sentence 2.) In the next sentence we have a word which means *Alice and Jerry*. We use it instead of their names. (Indicate *They*.) You know how it begins. (Draw a line under *Th*.) If I tell you that this part says "ā" (draw line under *ey*), what will the word say? Who is ready to read the sentence? Who knows the word we use instead of saying *Alice and Jerry*? (Add word card *They* to card holder.) If I

begin like this (write *Th*) and then add the part which says— (add *ey*), my word will say—.

Today we have another pointing word. If I lose something and suddenly see it again, I often point and say, "There it is." (Hold up word card *There* and carry out action by pointing. Add card to card holder.) Jack was looking for Alice and Jerry. When he saw them, he pointed and said—(Sentence 4.) Here is the letter to spot with your cameras. (Indicate *r* in *There*.) Then when I write—(write *Ther*—), you will tell me to finish—.

The minute Jack saw that duck, he asked a question. (Sentence 5. Draw a line under *you* in *your*.) This card (add *your* to card holder) says—. If I write (write *you*), it says—. If I add this (add *r*), it says—.

Show me the card which means *all*. The pointing word! The word which means *Alice and Jerry*! The last word and tell me what it says! Who can climb the word ladder?

Before we begin reading, let's talk some more about the pet show. What kind of prizes are given for the best pets? (Discuss the meaning of blue, red, and white ribbons.) If Quack, Quack is to get a prize, which prize do you want him to get? Then what kind of ribbon do you want him to get?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 12. (Allow time for identification of pets, also the blue ribbon. Write *First Prize* on board, help pupils in usual ways; then have them discover the same words on the picture of the blue ribbon.)

Gathering information. Sometimes pictures and words tell us the same things. Read the title and three sentences. See if the picture gives you the same information and why.

Read two more sentences. Prove that we were right about that blue ribbon.

Now finish the page. This time I think the picture tells more than the words do. See if you can find out why. (No monkeys mentioned in text.)

The two new words you worked out all by yourselves are— (Add word cards *basket* and *ribbon* to card holder.)

Page 13. *Gathering information; Sequence of events.* When a

man has so many pets to choose from, he must take time to be sure he chooses the right one. Read two sentences. What did the man do first?

Will he choose one pet or more than one? Read three sentences. What was the second thing he did?

Finish the page. What is the third thing the man did? What does he mean when he says he wants to see what the pets can do?

Predicting outcomes. What do you expect to find out on the next page? (What pets can do.) Look at the picture before you turn. What is Jerry doing with that basket? (carrying) Remember that word. You will need it.

Page 14. *Gathering information.* What tricks could three of the pets do? Read until you find out. This word which you found out for yourselves is—(Add *carry* to holder.)

The man doesn't know Jerry's name, I guess. He calls him something else. Read three more sentences and find out what he calls Jerry.

Quack, Quack may not get that prize. He is in trouble, bad trouble. Don't forget the pointing word. (Indicate *There*.) Now finish the page. Find out what the trouble is.

Page 15. *Gathering information.* What did—(indicate *everyone*) do when Jerry said there was no river? Read until you find out.

Where do you think everyone is going in the picture? Read the rest of the page. Do the words give you the same information?

Predicting outcomes. And now what do you expect will happen when we read again?

Oral Reading

Organization. (Have the following sentences on board. Proceed as in Unit 1.)

- _____ Three pets show what they can do.
- _____ Jerry comes to the show.
- _____ The man looked for the best pets.
- _____ The man helps Jerry out.

Word Recognition Techniques

Activities to build sight vocabulary. We have three pointing words. When we point to something near at hand, we often say—(Write *This—this*.) When we point to something farther away,

we may say—(Write *That—that.*) When we lose something and see it again, we may say—(Write *There—there.*) Watch this letter carefully. (Indicate *r* in *there.*) Now let's play "Magic." (Write and erase each of the three words until recognition becomes very accurate.)

Associating final word sounds with the letters which represent them (*m, y*). If I write the word *swim*, all but the last letter, will someone finish it for me? (Continue with *drum.*)

You remember how Jerry's name ends. (Write *Jerry* and direct attention to *y*. Then erase.) If I write *carry*, all but the last letter, who will finish it for me? (Continue with *happy.*)

Vocabulary Enrichment and Extension

Word concepts. Jerry said—(Write *There is no river here.*) What do you mean when you say *no river?* (not any) Jerry asked Mother if he might go down town alone. Mother said—(Write *No!*) What does *no* mean in this sentence? (cannot) *No* is another interesting word. It may mean different things.

Supplementary Activities

1. *Workbook for The New Round About*, pages 7, 8, 9. Page 8 should be done under teacher supervision, so that the pupils will grow in ability to do similar pages independently.
2. **Independent reading.**
Fun with Dick and Jane, pages 10-13. (Give help with *guess*, page 10; *family*, page 13.)
Through the Gate, pages 24-29. (Give help with *yellow*, page 24; *has*, page 25; *must*, page 27.)

UNIT 4

The Blue Ribbon (pages 16-18)

Materials Needed

Pocket Card Holder

Word Cards:	basket	everyone	ribbon	there	your
	carry	no	river	they	
	catch	pet	thank	water	

Initial Procedure

Review of new vocabulary. (Have the following word cards in card holder: *basket, carry, catch, everyone, no, pet, ribbon, river, there, they, your.*) Find and read the word which means *all*. The opposite of *yes*! The word which tells what you do to a fish! The one which tells in what Jerry took his duck to the show! The word which tells what you do with a basket! The pointing word! A special word for an animal that belongs to you! The word which tells what the prize was to be! The one which tells where Grandmother kept her boat! The word we use instead of saying Alice and Jerry! The last word and tell me what it says!

Now, will Quack, Quack get the blue ribbon? That is the big question.

Silent Reading

Contents page. Does the title of the story answer our question? Why not? Do any of the pictures on pages 16-17 give us the answer?

Page 16. Specific detail. When we beg for something, we use a special word. Jerry uses it three times. Read the title and two lines. What is that special word?

Gathering information. Read three more sentences. What happened when Jerry put Quack, Quack on the river? The new word you found out for yourselves is—(Add *water* to holder.)

Associating personal experiences with those of story characters. How would you feel if that happened to you? Does Jerry feel that way? Finish the page and see.

Page 17. Gathering information. When something is very small, it is—(Write *wee*.) Now read five sentences. How many tries did Quack, Quack have before he got that fish?

Associational reading. Would you have said what all the people said? Finish the page and see.

Predicting outcomes. What do you expect to happen now?

Page 18. Gathering information. All the people think Quack, Quack should get the prize. But does the judge agree with them? Read three sentences and see.

Associational reading. If you had been in that crowd, would you have done what everyone else did? Read five sentences and find out what they did. Then decide.

Specific detail. I see a new word which tells me that Jerry remembers what to say when he gets the prize. You can get it. It says—(Add word card *Thank* to card holder.) Now finish the page. Find the word which tells exactly how Alice and Jerry and Quack, Quack felt. How can you tell the duck is happy?

Page 19. What in the world is this building? Can you read any of the signs? The long word in the big sign is a secret I will keep until tomorrow.

Oral Reading

Organization. (Have the following sentences on board. Proceed as in previous units.)

- Quack, Quack gets the blue ribbon.
- Quack, Quack catches a fish.
- Quack, Quack can not catch a fish.

Word Recognition Techniques

Activities for developing sight vocabulary. (Play “Magic” with the pointing words *this, that, there*. Repeat procedures with *the, then, thank*.)

Associating initial consonant blends with the letters which represent them. Show me how *green* begins. Then I will finish the word for you. (Repeat with *Grandmother*.)

It takes two letters to begin the word *play*. (Write *play*; write *pl* under word; then erase word and letters.) Show me how *play* begins. Then I will finish the word for you. (Repeat with *please*.)

Vocabulary Enrichment and Extension

Word concepts. (Write *There is water in the river*, and have sentence read.) *Water* here means water like that we drink. Now read this sentence. (Write *I water the garden*.) What do you do then? *Water* is another interesting word which means more than one thing.

Supplementary Activities

1. *Workbook for The New Round About*, pages 10, 11, 12. Do the first section on pages 10 and 11 with pupils, to be sure that they understand directions. Identify pictures of *nurse, goose, vest, whip* on page 12 before pupils start to work.

2. Independent reading.

Fun with Dick and Jane, pages 14-17. (Give help with *yellow*, page 17.)

Through the Gate, pages 18-23.

Up the Street and Down (American Book Co.), pages 10-13. (Give help with *we*, page 10.)

3. Textfilm. See Textfilm manual.**4. Choral reading.** "Good Morning" from *Let's-Read-Together Poems* is suggested for reading at this time. (See page 14 of this Guidebook for description of the anthology.)

UNIT 5

The Toy Mender (pages 19-21)

Materials Needed

Pocket Card Holder

Word Cards: called catch far make Mender There
 carry everyone if mend thank

Initial Procedure

Vocabulary review. Can you read each of these cards as quickly as I add them to the card holder? (Add *carry*, *catch*, *everyone*, *thank*, *There*.) Now who can climb up and down the word ladder?

Introducing new words and meanings (*mend*, *mender*, *if*, *called*). (Have the following sentences on the board.)

He called to Mother.

I will mend it.

You are a good mender.

One day Jerry caught his sweater on a nail and tore a big hole in it. As he ran into the house—(Indicate sentence 1.) Inside this word you see a little word. (Draw a line under *all* in *called*.) You know how the word begins. Who is ready with the sentence? If I were to start my word this way (write *c*), and add the word *all* (write *all*), the word would say—. When I add—(write *ed*), the word says—. And this card says—(Add *called* to holder.)

When Mother saw that hole, she said—(Indicate sentence 2.) You know exactly what to do about the new word. Get it for yourselves. When she saw how big the hole was, Mother was a little doubtful. So she said—(Add phrase to make sentence read *I will mend it if I can.*) Hop over the new word, and the sense of the sentence will tell you what it is. Who is ready? Then this card (add *mend* to card holder) says—. And this card (add *if*) says—.

When the hole was mended, Jerry said this to Mother. (Indicate sentence 3.) Remember what this part said in the word *her*. (Draw a line under *er* in *mender*.) What did Jerry say Mother was? And this word says—(Add *Mender* to card holder; then have sentences and cards reread.) Now maybe you can read that long word on the store sign.

Silent Reading

Contents page. *Locating information.* Can you find, or *locate*, the title of the next story? Can you locate the new word? Locate the page on which the story begins and turn to it quickly.

Page 19. (Have signs read, and discuss significance of term *Toy Mender*.)

Gathering information. Read the title and three sentences. Find out where the store was and what kind of building it was in. The new word you found says—(Add word card *far* to card holder.)

The people who come to stores are the customers. Finish the page. What kind of customers come to this store?

Page 20. *Gathering information.* Read three sentences. Find out three things about the storekeeper.

Read three more sentences. What is the storekeeper's name and where did he get that name? Was he a good workman? Finish the page and find out. (Call pupils' attention to signs in picture. Help them to work out words.)

Page 21. *Gathering information.* I hope you will know this word when it begins with a capital letter. (Indicate *if* in sentence on board; then reverse word *if* in card holder.) If you remember that the name of this letter (write *a*) is—, you can get the other new word. The new word is—(Add *make* to holder.) Now read the whole page. Find four things that prove that The Toy Mender was a good workman.

Oral Reading

Organization; Main ideas. One page in the story tells about— (Write *The Store*.) Which page is that? Who will read it? What is the principal thing the next page tells about? (Wait for suggestion *The Man in the Store*, write the phrase on the board, and have the page read. Stimulate suggestion *What He Can Do* for page 21.)

Word Recognition Techniques

Associating final consonant sounds with letters which represent them (*d, m, y*). If I write *could*, all but the last letter, who will finish it for me? (Continue with *mend, good, find*. Repeat techniques with *carry, very*; then with *Sam, trim*.)

Integrating reading, writing, and spelling; Phonetic parts. Read the word I write; then draw a line under the part you hear and see in the word, and tell me what the part says. (Use toy, house, her, farm.)

Now if you are very smart, you can write the word *boy* without help. The word *out*! Our new word *far*! And you can change this word (write *mend*) to *mender*.

Vocabulary Enrichment and Extension

Word concepts. (Write *I like to go to a show*.) What do you mean when you say you *like* shows? (enjoy) Our story told us this about The Toy Mender. (Write *He was old, like Mr. Carl*.) What do you mean when you say he was *like* Mr. Carl? (the same as) *Like* is another interesting word with different meanings.

Supplementary Activities

1. **Workbook for The New Round About**, pages 13, 14, 15.
Be sure directions on pages 13, 14 are understood. Do upper section of page 15 with children, so that they will be able to do similar pages independently.
2. **Independent reading.**
Through the Gate, pages 14-17. (Give help with *bed* and *sleep*, page 15; *we*, page 17.)
Up the Street and Down, pages 14-18.

UNIT 6

The Broken Doll (pages 22-25)

Materials Needed

Pocket Card Holder

Word Cards: broken cried fell once tune work

Initial Procedure

Introducing new words and meanings (*tune, broken, work, once*). (Have the following sentences on board.)

I can play a tune.

It was broken.

I can help you out.

He wanted him to get to work.

All at once it could play.

One day Jerry found an old horn, and he said to Alice—(sentence 1). The new word you worked out for yourselves is —(Add word card *tune* to card holder.)

Jerry couldn't play a tune on that horn because—(Indicate sentence 2.) Remember, your new word begins like *brown*. (Draw a line under *br* in *broken*.) Why couldn't the horn play? Then this word says—(Add word card *broken* to card holder.) Father called to Jerry and said—(sentence 3). But Father went on reading his paper. Jerry wished he would stop reading because—(sentence 4). The new word you worked out for yourselves says —(Add word card *work* to card holder.)

So Father dropped his paper and went to work on the horn. Then—(Indicate sentence 5.) If you can't get this word (indicate *once*), I will tell it to you. But if you let the sense of the sentence help you, you can get it for yourselves. Who is ready with the sentence? Then this word (add *once* to card holder) says—. (Have sentences and words reread.) There were probably many —(indicate word card *broken*; then reverse card to show capitalized form) toys in The Toy Mender's store. Locate this word in the title of the next story.

Silent Reading

Contents page. Locating information. (Use in usual way.)

Page 22. *Gathering information.* What information can you gather from the picture? What has happened to make Alice look so sad? Now read the title and the first three sentences. Find out three things about that doll which the picture could not tell. Finish the page. Find out exactly how the accident happened. The word you worked out for yourselves is—(Add *fell* to card holder.)

Page 23. You know what Alice did. The word begins like *cracker*. Find it in the first sentence. Alice cr____. Then this card says—(Add *cried* to card holder.)

Associational reading. Mother always seems to know how to get us out of trouble. Is Alice's mother like that? Read four lines and see.

Reading to prove statements. The Toy Mender insisted that he was a good toy mender. Finish the page and prove that he is.

Page 24. *Associational reading.* If you had been Alice, what would you have done while The Toy Mender worked? Read two sentences to see if Alice is like you.

Specific details. I hope you remember this phrase. (Draw line under *All at once* on board and have phrase read.) Alice sees something. Read two sentences. Find out exactly what she saw and where she saw it. Read two more sentences. Be ready to tell how the box looked.

Associational reading. What would you have wanted to do if you saw that box? Is Alice like you? Finish the page and see.

Page 25. *Gathering information.* There is some important information in the first four sentences. Find out what it is. Don't forget this word. (Indicate *once*.)

Associational reading. What would you have done if The Toy Mender told you the box was broken? Are you like Alice? Read three more sentences and see.

Gathering information. When I read two more sentences, I know why the box wasn't mended. Find out why.

Associational reading. Finish the page. How does Alice feel by this time? Would you have felt the same way?

Oral Reading

Organization. (Have the following sentences on the board: _____ Alice sees a pretty box. _____ Mother helps Alice. _____ Betsy

Lee is broken. _____ Alice finds that the box is broken. Proceed as in previous units.)

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. Show me how *green* begins; I will finish the word for you. (Repeat with *Grandmother*; with *play*, *please*.)

You remember how *brown* begins. (Write *brown*; write *br* just below the word; then erase the word and the blend.) What do your ears tell you about *brown* and *broken*? Then show me how *broken* begins, and I will finish it for you. (Repeat with *breakfast*.)

Associating final word sounds with letters which represent them (*d, y, m, ll*). If I write *good*, all but the last sound, will someone finish it for me? (Continue with *pretty*, *carry*, *mend*, *warm*, *swim*.)

You remember how *ball* ends. (Write *ball*; write *ll* under word; then erase word and ending.) *Fell!* What do your ears tell you about *fell*? If I write it, all but the last letters, who will finish it for me? (Continue with *will*, *all*.) Which of these two new words says *ten*? Which says *tell*? (Write *ten-tell*.)

Vocabulary Enrichment and Extension

Word concepts. Alice said—(Write *May I open the box*?) She didn't say, "Can I open the box?" because of course she could unless it was locked. Alice wanted to know if The Toy Mender would let her do it, or *allow* her to do it. When you ask Mother if she will let you do something, be sure to use the word—(Indicate *may*.)

I know something else about the word *may*. Sometimes it is the name of a—(girl). January, February, March, April, —! Sometimes *May* is the name of a—.

Supplementary Activities

1. *Workbook for The New Round About*, pages 16, 17, 18.
2. Independent reading.

Fun with Dick and Jane, pages 22-25.

Up the Street and Down, pages 6-9. (Give help with *fun*, page 6.)

UNIT 7

The Tune Box (pages 26-28)

Materials Needed

Pocket Card Holder

Word Cards:	broken	Every	fell	If	work
	called	Everyone	gay	make	
	cried	far	hear	once	

Initial Procedure

Vocabulary review. (Have the following word cards in card holder: *broken, called, cried, far, fell, If, make, once, work.*) Take a card from the card holder, read it, and then use the word in a sentence. (Have cards exchanged, reread, and returned to holder.)

Introducing new words and meanings (*Every, gay, hear*). (Have the following sentences on board.)

Every day he played a tune.

It was a gay little tune.

Alice could hear it.

You remember what we found out about this word. (Hold up word card *Everyone*.) It is a compound word, made up of two words. The first word is—(hold up word card *Every*), and the other word is—(indicate *one* in *Everyone*). So when it stands by itself, this word says—(Add word card *Every* to holder.)

When Father fixed the horn for Jerry, this is what Jerry did. (Sentence 1.)

Of course you know what this part in the word *day* says. (Draw line under *ay*.) Use that part to help you get this new word. (Indicate *gay*.) Now read the second sentence to find out what kind of tune Jerry played. What kind of tune do you think a gay tune is? How do you feel when you feel very gay? Then this card says—(Add *gay* to card holder.)

One morning Jerry was up early. Alice was still in bed. He stood outside her door and played that gay little tune. (Sentence 3.) What is this word you got by yourselves? (Hold up word card *hear*.) Of course you know that this word (write *here*) says *here*, also. When we are *here* in this place, we use this word. (Indicate

here.) But when we *hear* with our ears, we use this word. (Indicate word card.) Do you want to know something interesting? This *hear* has the word *ear* inside it. (Write *hear* and draw a line under *ear*.) What does the big word say? The little one? Since we hear with our ears, it is a good thing to have the word *ear* inside. (Add word card *hear* to card holder. Have sentences and words reread.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.) What in the world can a tune box be? Have you any idea?

Page 26. *Gathering information.* Every day (indicate word card *Every*) after Betsy Lee is mended, two important things happen. Read the title and three sentences. What happens? Every day something else happens. Finish the page and find out what it is.

Page 27. *Specific detail.* Read the first long sentence. Find out exactly what Alice did and where she did it.

Gathering information. I hope you remember—(Indicate word card *hear*.) Read four sentences and be able to answer the question in which you find the word *hear*.

Associational reading. If you heard that tune, what would you know about the box? Is Alice as smart as you? Does she know that, too? Finish the page and see.

Page 28. *Gathering information.* Read three sentences and find out two important things. Now The Toy Mender gives Alice directions for using the box. Read three sentences. What must she do?

Associational reading. Would you do and say just what Alice did? Finish the page and see. (Talk about a music box and have one to show pupils if possible.)

Page 29. Of course you know this boy. But why does he sit with his head in his hands? When I read the title, I think he should stop doing that. Do you?

Oral Reading

Organization; Main ideas. (Have the following on the board:
____ *Alice gets the box.* ____ *Alice hears a gay little tune.*
____ *Every day at the store.* Follow usual procedure.)

Word Recognition Techniques

Associating initial blends with the letters which represent them. Show me how *broken* begins, and I will finish the word for you. (Continue with *brown*, *green*, and *please*.)

You remember how *store* begins. (Write *store*; write *st* under word; then erase the word and the blend.) If you will show me how to begin *stay*, I will finish the word for you. (Continue with *started*, *stopped*.)

Integrating reading, writing, and spelling; Phonetic parts. Read this word; then draw a line under the part you hear and see in it. (Use *new*, *girl*.) Someone might be smart enough to write *few*; we will be through reading in a *few* minutes. Someone might be able to write *bird*. Do you still remember how to write—(*show*, *farm*, *far*, *day*, *say*)?

Supplementary Activities

1. **Workbook for The New Round About**, pages 19, 20, 21. Be sure directions on page 20 are understood. Give help with first section on page 21.
2. **Independent reading.**
Fun with Dick and Jane, pages 26-29. (Give help with *cars*, page 26; *cookie*, page 29.)
Up the Street and Down, pages 19-22. (Give help with *hill* and *street*, page 19; *stop*, page 20.)
3. **Textfilm.** See Textfilm manual.

UNIT 8

Work to Do (pages 29-31)

Materials Needed

Pocket Card Holder

Word Cards: money of pear tree truck wagon

Initial Procedure

Vocabulary review. (Have the following words written in pairs on board: *came-went*, *out-in*, *new-old*, *his-her*, *Here-There*, *laughed-cried*, *Now-Then*, *started-stopped*.) Here are words with

very different meanings. Read two words which are opposites. Then use each word in a sentence.

Here are words we must know when they stand all alone. (Write *But, by, could, had, have, Just, this, that, was.*)

Introducing new words and meanings (*of, money*). (Have the following sentences on board.)

I have work to do.

One of you may go.

One of you may help me make it.

Here is the money, Alice.

This was Mother's busy morning. She said—(sentence 1). "But I need someone to go to the store. Both of you cannot go. But—" (Indicate sentence 2.) I will help you with this word if I must (indicate *of*), but I hope you will let the sense of the sentence do the work. Who is ready? Then this card says—(Add *of* to card holder.)

"I must make a cake," said Mother. So—(sentence 3). I suppose you think Jerry went to the store. It was the other way around. Just as Alice ran to the door, Mother put her hand into her pocket and said—(sentence 4). The word you worked out for yourselves is—(Add *money* to card holder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 29. *Drawing inferences.* Why does Jack sit with his head in his hands? Read the title and six sentences. See if you can figure it out.

Gathering information. What is the new thing he wants to do? Finish the page and find out. Have you any suggestions to give Jack to help him make money?

Page 30. There will be two new words on this page (*tree, truck*). Both of them will begin like *train*. If you know the name of these letters (write *ee*), you can help yourself with the first of the words. (Add *tree* to holder.)

Gathering information. Now things begin to happen. Read two sentences. What happens first? Read two more and let the picture help you with the new word. What happens next? The other word which begins like *train* is—(Add *truck* to card holder.)

Associational reading. If you were Jack and saw that truck, would you make a wish? Is Jack like you? Finish the page and see.

Page 31. Specific details. Jack sees two important things. Read three sentences and find out exactly what they are and where he saw them. Let the way the words begin and the picture clues help you with the new words. You found out that this word (add *pear* to card holder) says—. This word (add *wagon*) says—.

Associational reading. Would that wagon give you an idea? Is Jack like you? Read three lines and see.

Drawing inferences. What do you think he might carry? Finish the page and see if you are right.

Predicting outcomes. What may happen next?

Oral Reading

Organization. (Bring out through discussion that on page 29, *Jack is looking for work*. On page 30, *Jack is wishing for a truck*. On page 31, *Jack finds work to do*. Write suggestions on board; proceed as in previous units.)

Word Recognition Techniques

Associating initial consonant blends with letters which represent them. You remember how *train* begins. (Write *train*; write *tr*; then erase the word and the blend.) If you will show me how *tree* begins, I will finish the word for you. Maybe you could finish it for yourselves. (Continue with *truck*, *green*, *please*, *broken*, *store*.)

Vocabulary Enrichment and Extension

Word concepts. (Write the word *make* on the board.) What do you do when you make money? (earn) What do you do when you make a cake? (put things together) When Mother says, "If you do not put away your toys willingly, I am afraid I must make you do it," what does she mean? (force)

Supplementary Activities

1. **Workbook for The New Round About**, pages 22, 23, 24. Do first section on pages 23 and 24 with pupils. Give sufficient guidance so that pages similar to these may hereafter be done independently.

2. Independent reading.

Fun with Dick and Jane, pages 30-33. (Give help with *where*, page 32.)

Through the Gate, pages 30-32. (Give help with *squirrel*, page 32.)

Up the Street and Down, pages 30-35.

UNIT 9

Pears to Sell (pages 32-34)

Materials Needed

Pocket Card Holder

Word Cards: door lady penny sell someone

Initial Procedure

Vocabulary review. Here is a good way to start a sentence. (Write *Then*.) Read the word; then start a sentence with it. (Continue to write *But, No, Now, What, So, That was, There is, They are*.)

Introducing new words and meanings (*someone, Who*). (Have the following sentences on board.)

Here comes someone.

Who is it?

One day Alice was looking out the front window. She saw a man coming up the walk. So she called to Mother—(Indicate sentence 1.) Your new word is a compound word. You know how it begins. You see this little word on the end. (Draw a line under *one* in *someone*.) Alice did not know who the man was. So she said, "Here comes s_____one." *Someone*, of course! If I write—(write *some*), the word will say—. If I add—(add *one*), it will say—. This card says—(Add *someone* to card holder.)

Mother wondered about that man. She said just what your mother would have said. Jump over the new word (indicate *Who*) and let the sense of the sentence help you. Mother said, "_____ is it?" *Who*, of course! *Who* is a question word we often use when we talk about people. Watch how it begins. (Trace *Wh*.)

Watch the last letter. Then when I write (write *Who*), you will know that the word says—.

Silent Reading

Contents page. *Locating information.* Locate the title of the new story as quickly as possible. Locate the new word. (Add *sell* to card holder.) If you remember what Jack was going to do with those pears, you can get that word. Now locate the page on which the story begins.

Page 32. *Exercising judgment and drawing conclusions.* I think Jack would make a good storekeeper. He would sell only good things in his store. Read the title and two sentences. Do you agree with me? Why?

Associational reading. What did Jack think? How did he feel? Would you have thought and felt the same way? Read two sentences and find out.

Gathering information. Jack works out a good plan so that everyone may know he has pears to sell. Read five sentences and find out what the plan is. Be sure to know how much he will charge for each pear. (Add *penny* to holder.) You don't want help when you can help yourselves.

How does the plan work out? Finish the page and see.

Page 33. *Drawing inferences.* I know what is the matter. Read two sentences and see. What would you do about it?

Associational reading. Is Jack as smart as you are? Does he know what the matter is? Does he do what you suggested doing? Read four sentences and find out. What does he mean when he says, "There is no money here for me"?

Gathering information. Read three sentences. Something important happens. What would you have done about it?

Finish the page. Does it give you the same information as the picture? You will have to work out this word. (Add *door* to card holder.) If you remember that it has something to do with a house, you can get it in a hurry.

Predicting outcomes. Now what will happen? Turn and see.

Page 34. *Gathering information.* What happened when Jack got to the door? The first sentence tells. You will find this new word. (Add *lady* to card holder.) But you can get it.

Now read six more sentences. How did things turn out?

Associational reading. Poor Jack! Would you have felt as he did? Read two sentences and see.

Gathering information. I hope you remember these words. (Indicate *someone* and *Who*.) A very important thing happens. Finish the page and see what it is.

Predicting outcomes. If someone is calling Jack, what may happen when we read tomorrow? I hope so, don't you?

Oral Reading

Organization; Sequence of events. On the first part of page 32, Jack fills his wagon and starts on his way. Who will read just the part which tells about that? Jack has his first piece of bad luck. Read the part which tells about that. (Continue in same way for pages 33 and 34.)

Word Recognition Techniques

Compound words. Do you remember the new compound word we had today? (Write *someone*.) Watch me draw a line between the two words which have been put together to make *someone*. Who will read the two little words? The compound word? (Continue with *something*, *into*, *barnyard*, *everyone*, *someday*, *greenhouse*, *runaway*.)

Associating final word sounds with the letters which represent them. If I write *basket*, all but the last letter, will you finish it for me? (Continue with *fell*, *mend*, *carry*, *ribbon*, *from*.)

(Write *berry-beet*.) Here are two new words. One says *berry*; I will eat this red berry. One says *beet*; this beet came from my garden. Which word says *beet*? How do you know? (Continue with *gum-gun*, *bill-bad*.)

Vocabulary Enrichment and Extension

Word concepts. (Write the word *truck* on board.) Jack wished he had a truck. What did Jack wish for? Mother said, "Oh, Alice, please throw this truck away." What did Mother mean by *truck*? Don't forget! *Truck* may have two meanings.

Supplementary Activities

1. *Workbook for The New Round About*, pages 25, 26, 27. On page 25, be sure pupils understand what is meant by a group of sentences.

2. Independent reading.

Fun with Dick and Jane, pages 34-38. (Give help with *four*, page 35.)

Through the Gate, pages 33-37. (Give help with *nut*, page 34.)

Up the Street and Down, pages 36-40.

UNIT 10

Pears for Pauline (pages 35-40)

Materials Needed

Pocket Card Holder

Word Cards: bank many Pauline pennies some twenty
 How much penny put took

Initial Procedure

Vocabulary review. (Have the following words on board: *called, door, find, hear, Hello, night, Now, pet, truck, Who.*) How quickly can you read a word, use it in a sentence, and then erase it?

Here are words we must be sure to know even when they are all by themselves. (Write *again, That, Then, There, They, This, very, was, went.*)

Introducing new words and meanings (*how, many, much, pennies, some, took, twenty*). (Have the following sentences on board.)

She took Alice with her.

How much money have you?

How many pennies have you?

She had 20 pennies.

You may have some of it.

Who was it?

One morning Mother was going to the city to meet Father. So—(sentence 1). The new word you worked out for yourselves is—(Add word card *took* to card holder.)

As Mother was buying the tickets, she saw a bright new penny

in her purse. You remember that this word says—(Add *penny* to card holder.) She gave the penny to Alice. Then she said—(Indicate sentence 2.) Think how this word (indicate *How*) begins. Remember what this part says in the word *now*. (Draw a line under *ow*.) The word is—(Add *How* to card holder.) Think how this next new word begins and ends. (Indicate *much*.) Then hop over it and let the sense of the sentence help you. Who is ready with the sentence? Then this word says—(Add *much* to card holder.)

“Oh,” said Alice. “I have a pocket full of pennies.” “Yes,” said Mother. “But—(sentence 3).” Let the sense of the sentence help you get both new words. You found out that this word (add *many* to card holder) says—. And this word which means more than one penny says—(Add *pennies*.)

When Alice and Mother were in the train, Alice counted her pennies. She found that—(sentence 4). But of course you can read the words just as easily as you can read numbers. So suppose we do this. (Erase 20, write *twenty*, and have sentence reread.) This word says—(Add *twenty* to holder.)

Mother had bought a newspaper. She knew Alice wanted to look at the funnies. So she said, “I do not need all this paper.” (Sentence 5.) The word you worked out for yourselves is—(Add *some* to card holder.)

When they got off the train, someone was waiting for them. Can you answer this question? (Sentence 6.)

Silent Reading

Contents page. *Locating information.* Locate the title of the new story and the new word. That word says *Pauline*. (Add word card *Pauline* to card holder.) When you say *Pauline*, what does it make you think of? A girl, of course. Do you suppose Pauline called to Jack from that pretty white house? Will she buy some of Jack’s pears? Locate the right page quickly so that we may find out.

Page 35. *Drawing inferences.* I believe it must be a friend of Jack’s who lives in that house. Read the title and two sentences and find out why I think so.

Gathering information. Now read three more sentences. Find out who the friend was. Are you as surprised as Jack? Will Mr.

Green help Jack out? Read four sentences and see. Will he tell us whether Pauline is his little girl? Finish the page and see. Whom do you expect to see on the next page?

Page 36. *Picture clues.* Pictures sometimes give secrets away. Do you think you have found Pauline? Who else had a parrot like that?

Gathering information. Remember, Mr. Green had asked Jack if he heard Pauline call him. Now Jack answers, and he also does something very nice. Read three sentences and find out what he does.

Jack had no picture to help him. Read the rest of the page. See if he found out just what you found out.

Page 37. *Drawing inferences.* Does your Mother let you eat all the candy you want? Why not? Now read two sentences. Does Mr. Green take as good care of Pauline as your Mother does of you?

Associational reading. Maybe Pauline is the way you are with candy. Read two lines and see. What does she mean by, "Come again!" Would you have done what Jack did? Read the next sentence and decide.

Gathering information. How many pears will Mr. Green buy and why? Finish the page and see. Can you answer his question? I wonder if Jack can.

Page 38. *Gathering information.* Does Jack know the answer? What will he do about it? Read three sentences to find out. Read two more sentences. Does Jack know now?

Specific detail. How much will Jack charge Mr. Green for the pears? Finish the page and see. How would you answer Jack's last question? Exactly how many pennies should Jack get? (Do not draw attention to the penny for the pear Pauline ate unless children mention it.)

Page 39. *Gathering information.* How does Mr. Green answer Jack's question? Read until you find out. Does Mr. Green agree with you? Does he think Jack should get just twenty pennies? Read until you find out. Now finish the page. Does Jack agree with Mr. Green? Why not?

Page 40. *Drawing inferences.* How long did Jack stay after getting his pennies? Read the first sentence and see if you can figure out.

Gathering information. You will need this word. (Add *bank*

to card holder.) Think how it begins. Let the picture help you. Now read four sentences. Find out three things about the bank. Then check with the picture to see if it gives you the same information. Another word you worked out for yourselves is—(Add *put* to card holder.) What is Jack saying as he puts in the pennies? Finish the page and see.

Page 41. I suppose you know what this man is carrying. An organ of course! What must he do to play the organ? Then what will you expect Little Monkey to do? Won't that story be fun! Who is ready with the title?

Oral Reading

(Have the following on board. Follow usual procedure.)

- _____ Jack put twenty pennies in his bank.
- _____ Jack finds out who Pauline is.
- _____ Jack walks up to Mr. Green's door.
- _____ Pauline eats some of the pear.
- _____ Jack finds out how many pears
are in his wagon.
- _____ Jack gets twenty pennies.

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. It takes two letters to begin the word *pretty*. (Write *pretty*; write *pr*; then erase the word and the blend.) Show me how *pretty* begins, and I will finish the word for you. (Continue with *green*, *stay*, *broken*, *please*, *truck*.) Here are two new words. (Write *grain*—*gain*.) One says *grain*; a farmer plants grain. One says *gain*; when a clock runs fast, it gains time. Which word says *grain*?

Associating final word sounds with the letters which represent them. If I write *help*, all but the last letter, will you finish it for me? (Continue with *big*, *put*, *penny*, *door*, *sell*, *wagon*, *mend*, *warm*.)

(Write *boot*, *room*, *root*.) Are your eyes sharp enough to watch both the beginnings and ends of words? Here are three new words. One says *room*. One says *root*; a plant has a root. The other word says *boot*; a boot is made of rubber. Which word

says *root*? How do you know? (Repeat with *land, sand, lamp*.) Which word says *land*?

Vocabulary Enrichment and Extension

Word concepts. (Write the word *bank*.) Jack had a penny bank. What do you mean by a penny *bank*? Father works in a bank. What does that bank look like? What is it for? We had a picnic on the riverbank. What do you think of when I talk about the bank of a river?

Supplementary Activities

1. **Workbook for *The New Round About***, pages 28, 29, 30. Do the first section on pages 28 and 29 with pupils. Give whatever guidance is necessary so that similar pages may be done independently.
2. **Independent reading.**
Fun with Dick and Jane, pages 39-44.
Through the Gate, pages 73-79. (Give help with *made*, page 75; *fast*, page 77.)
Up the Street and Down, pages 41-45. (Give help with *things*, page 43; *soon*, page 44.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning of the next unit, give the informal tests on pages 31 and 32 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 8 on the test in auditory and visual perception; a score of at least 9 on the vocabulary test. At this point, test each pupil individually on the word cards for the new vocabulary of *Round About*. Which words are not recognized automatically? Stress these words in the following unit.

UNIT II

Breakfast for Two (pages 42-45)

Materials Needed

Pocket Card Holder

Word Cards: funny Monkey organ road sun town

Initial Procedure

Vocabulary review. (Have the following words on the board, grouped according to phonetic parts *ow* and *er*: *bow-wow*, *now*, *how*, *brown*, *cow*, *down*; *father*, *mother*, *her*, *river*, *water*, *fisherman*, *Mender*.)

Before beginning the new part of our book, let's think again what we do when we come to a new word. First we—(think how it begins). Then we—(jump over it to let the sentence help us). Next we—(look at the picture for help).

This morning I am going to tell you another good thing to do. Look to see if you know a part in the word. If you know what this part says in the word *now* (write *ow*), that part will help you with each of the words in this row. (Indicate row 1.) Who will read the words?

If you know this part (write *er*), it will help you with these words. (Proceed in same way with row 2.)

Silent Reading

I hope you had a good—(write *breakfast*) this morning. Then you will be all ready to enjoy the story about the—(add *organ* to card holder) man and Little—(add *Monkey*).

Contents page. *Locating information; Drawing inferences.* Locate the title of the first story in the new part of the book and the number of the page on which it begins. *Breakfast for Two!* Now who do you think will be at that breakfast? Locate page 42 quickly so that we may find out.

Page 42. *Verifying information.* Let's see how much information we can get from the picture. What time is it? How do you know? Where is the organ man going? What does he have with him? How is Little Monkey dressed?

Now read the whole page. Check to see if the words give the same information as the picture. The two new words you worked out for yourselves are—(Add *sun* and *road* to holder.)

Page 43. This word (indicate *sun*) says—. Then this word (write *fun*) says—. But if I add these two letters (add *ny*), it will rhyme with *sunny* and say—(add word card *funny* to card holder). The organ man is so big, the monkey is so little, that they look—(indicate *funny*) to me.

Specific detail. Find the word *bank*. *Bank* is one of the words

we must think about as we read. Read three sentences. Exactly what does *bank* mean in this story?

Gathering information. Finish the page. What does the organ man want and why? I think I know from the picture what the organ man wants most.

Page 44. *Gathering information.* Three things happen, and the first three sentences tell what they are. If the boy stopped to see the monkey, he surely said something. Read five sentences, and you will know what he said. Of course you had no trouble with this word (add *town* to card holder) because you used the part to help you. (Indicate *ow*.)

What happens to the penny? Read until you find out.

Associational reading. If you were the farm boy, would you have done what he did? Finish the page and see.

Page 45. *Gathering information; Drawing inferences.* It isn't going to be so easy for the organ man to get breakfast after all. He is in some trouble. Read the page, find out what the trouble is, and what he will do about it. Do you know the second thing he wants for breakfast?

Predicting outcomes. What may we see the organ man doing when we read tomorrow? What will Little Monkey do?

Oral Reading

(Have the following sentences on board. Proceed in usual way.)

- _____ The organ man came to a little town.
- _____ The farm boy gave Little Monkey a penny.
- _____ The organ man walked down the road.
- _____ The organ man walked on the bank of a river.

Word Recognition Techniques

Associating initial consonant sounds with the letters which represent them. The sun was shining. Show me how *shining* begins, and I will finish the word for you. The boy stopped when he saw the monkey. Show me how *when* begins, and I will finish the word.

Integrating reading, writing, and spelling. Let this part help you to spell some words. (Write *ow* and have some pupil give sound.) Can you write *how*? (Continue with *now*, *bow*, *down*, *brown*, *town*, *cow*. Review *far*, *farm*, *farmer*.)

Vocabulary Enrichment and Extension

Word concepts. (Review the different meanings of the words *truck* and *bank*. Write the word *road* in large letters on board.) What is another name for the road in front of your house? (Bring out the idea that *street* is another name for a road which runs through a town or city. We do not have country streets.) What is another name for a paved road which runs through the country? (*highway*) So this word (indicate *road*) may mean a—(street) or a—(highway).

Supplementary Activity

Workbook for The New Round About, page 33.

UNIT 12

Breakfast for Two (*cont.*, pages 46-49)

Materials Needed

Pocket Card Holder Word Cards: give next shining

Initial Procedure

Vocabulary review. (Have the following words in two columns on the board, grouped according to phonetic parts *ar* and *ay*: *are*, *barnyard*, *Carl*, *far*, *farm*, *garden*, *started*; *away*, *day*, *gay*, *play*, *say*, *stay*.)

You remember that if your eyes are sharp enough to see parts in words, it will make new words easier to get. Who will read all the words in this row (indicate *ar* row), while the rest of us listen to hear this part (write *ar*) say—? (Repeat with *ay* row.)

Introducing new word and meaning (*next*). One morning Alice was learning to roller skate, and she hurt her knee. But she tried roller skating again—(Write *the very next morning*.) You won't need help with this new word. (Add *next* to card holder.) What does it say? Now turn quickly to page 46.

Silent Reading

Page 46. Gathering information. We expect the organ man to play a tune to get some breakfast. Where does he stop first,

and whom does he see? You need read only two sentences to find out. The new word said—(Add *shining* to card holder.)

The minute he sees that lady, what does he think; what does he do; what does he say? Read until you find out. The new word says—(Add *give* to card holder.)

Did everything turn out all right? Finish the page and see. Why do you think that lady did not want a monkey in her house?

Page 47. *Gathering information; Drawing inferences; Associational reading.* I suppose the organ man tied his monkey outside and went in to breakfast. Read two sentences and see if he did. Now why do you think he walked away? Would you have done that? Do you like him better because he did? Did you notice that your first sentence was a three-line sentence? Who can read it as if it were all on one line?

Gathering information; Remembering specific details. Finish the page. Where does the organ man go next, and what does he do? How was this house different from the first one? He is growing hungrier by the minute. What does he want for breakfast now? Turn and see if he gets his bacon and egg.

Page 48. *Gathering information.* More trouble! What happens now? Read three sentences.

I hope you remember what Mr. Green called the dog he gave to Jack. (Write the word *Snap*.) Now read three more sentences. How does Little Monkey take care of himself?

Associational reading. Now finish the page. Would you have felt the way the organ man felt?

Page 49. *Gathering information.* I do hope there is some breakfast on this page, don't you? Read until you find out if there is. Did you notice that you read two three-line sentences? Who can read them aloud and read as if each sentence were all on one line?

Gathering information; Associational reading. The organ man thinks he knows why no one will give them breakfast. Find out why by finishing the page. How do you feel toward Little Monkey? And now that organ man is hungry enough to eat—.

Oral Reading

(Have the following sentences on board and proceed in the usual way.)

- _____ The organ man went to the white house.
- _____ The dog ran at Little Monkey.
- _____ The organ man went to the house with the tree by the gate.
- _____ The organ man walked on and on and on.

Word Recognition Techniques

Phonetic parts; Integrating reading, writing, and spelling. Say this word. (Write *look*.) This part in *look* (underline *oo*) says "ōō." Do you hear and see that part in this word? (Write *took*.) Draw a line under the part. Then read the word and tell what the part says. (Repeat with *book*, *cook*, *hook*. Then erase board and have pupils try to write, without help, all the words used.)

Associating final word sounds with the letters which represent them; Directing pupils in the use of initial and final consonant clues. Are your eyes sharp enough to watch both the beginnings and ends of words? Here are three new words. (Write *round*, *sound*, *sour*.) One says *round*; a ball is round. One says *sound*; did you hear that sound? One says *sour*; this apple is sour. Which word says *sound*? *Sour*? *Round*? (Repeat with *seat*, *meat*, *meal*. DO NOT OMIT THESE ACTIVITIES.)

Vocabulary Enrichment and Extension

Word concepts. When Alice hurt her knee roller skating—(Write *She cried and cried*.) What did Alice do when she cried? Now watch! (Write "*Come here, Jack*," *cried Jerry*.) What did Jerry do? Remember *cried* sometimes means—(*shout*).

What did that dog do when he snapped at Little Monkey? What does *snap* mean when Mother sews a snap on your dress?

Supplementary Activities

1. *Workbook for The New Round About*, pages 34, 35. Be sure directions on page 34 are understood.
2. **Independent reading.**
Fun with Dick and Jane, pages 46-49. (Give help with *Grandfather*, page 46.)
Through the Gate, pages 38-43. (Give help with *trailer*, page 40.)
Up the Street and Down, pages 23-28.

UNIT 13

Mr. Carl and Little Monkey (pages 50-53)

Materials Needed

Pocket Card Holder

Word Cards:	danced	make	once	sell	Who
	If	of	put	Someone	work

Initial Procedure

Vocabulary review. (Have the following words written on the board, grouped according to phonetic parts *oy*, *ew*, and *ow*: *boy*, *toy*; *mew*, *new*; *window*, *show*.) Read the words in which you see and hear this part. (Write *oy*.) What does the part say? Can you get this new word? (Write *joy*. Repeat procedure with the other two word groups, having pupils work out the new words *few* and *row*[*ō*].)

Now can you read these words which I put in the card holder? (Add *If*, *make*, *of*, *once*, *put*, *sell*, *Someone*, *Who*, *work*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located and read the title of the new story, what do you decide about that breakfast? Will the organ man and Little Monkey get their breakfast at last? Why do you think so? Quickly find the page on which the story begins, so that we may see if you are right.

Page 50. *Gathering information.* Would you know that Mr. Carl lived here? How? Why is a bird a good picture to have on the other gate post? Why has Mr. Carl walked out to the gate? Read until you find out.

What does he decide to do about the broken gate and what happens?

Page 51. *Associational reading.* Does Mr. Carl feel the same way as we did when we first saw the organ man and Little Monkey? Read three sentences and see. Will he feel just as all the other people feel about that monkey? Read until you find out.

Gathering information. Did the monkey hop up on the gate? How did he get there? Finish the page and find out.

Page 52. Gathering information. Now Mr. Carl asks a question. Read until you find out how the organ man answers that question. Will the organ man get his bacon and egg without any more trouble? Finish the page and see. Now he is so hungry that he must have—(Write *oatmeal* on board and help pupils to work out name of cereal.)

Page 53. Gathering information. Did the organ man earn his breakfast? Read two sentences and see what he did. (Have pupils decide how a tune could go up and down.)

Now find out how Little Monkey earns his breakfast. I see a new word, but if you can't work it out for yourselves, you will never find out what that monkey does, because I won't tell you. I am certainly glad that you know that this word says—(Add *danced* to card holder.) I hope the bacon and egg will be ready when we read again, don't you?

Oral Reading

(Have the following sentences on board and proceed as in previous units. Work for fluent, expressive, interesting reading.)

- _____ The organ man and his monkey work for breakfast.
- _____ Mr. Carl walks out to his gate.
- _____ Mr. Carl talks to the organ man.
- _____ Mr. Carl talks to the monkey.

Word Recognition Techniques

Associating final word sounds with the letters which represent them; Directing pupils in use of initial and final consonant clues. Watch carefully how *girl* ends. (Write *girl*.) Some words have only one of these letters at the end. (Indicate *l*; then erase word.) If I write *Carl*, all but the last letter, will you finish it for me? (Continue with *animal*, *curl*, *meal*.)

How sharp are your eyes? (Write *pain*, *chain*, *chair*.) Here are three new words. One says *pain*; I have a pain in my shoulder. One says *chair*; you sit on a chair. One says *chain*; Mary has a chain around her neck. Which word says *chain*? *Chair*? *Pain*? (Repeat with *load*, *loaf*, *toad*. DO NOT OMIT THESE ACTIVITIES.)

Phonetic parts; Integrating reading, writing, and spelling. (Write *girl*.) Remember that this part in the word *girl* (underline

ir) says—(Give sound.) Do you know this word? (Write *bird*.) Can you underline the part and tell what it says? See if you can use that part to help you with—(Write *dirt*, *stir*; then erase board.) Could anyone write the word *girl*? (Continue with *bird*, *dirt*, *stir*.)

Vocabulary Enrichment and Extension

Word concepts. (Review the uses of *may* as a girl's name, as the name of a month, and as verb meaning "allow.") Today Mr. Carl said, "Someone may come by to help me." What did he mean by saying, "Someone *may* come by"? Yes, sometimes *may* means *maybe* or *might*.

Supplementary Activities

1. *Workbook for The New Round About*, pages 36, 37, 38.
2. Independent reading.

Fun with Dick and Jane, pages 50-55. (Give help with *horses*, page 50; *fast*, page 52.)

Through the Gate, pages 44-47. (Give help with *over*, page 44.)

Up the Street and Down, pages 60-64. (Give help with *tell*, page 60; *know*, page 61.)

UNIT 14

Breakfast with Little Monkey (pages 54-60)

Materials Needed

Pocket Card Holder

Word Cards: bed everyone of put
 every hear once there

Initial Procedure

Vocabulary review. (Have the following words written on the board: *bird*, *girl*; *house*, *out*.) Can you read the two words in which you see this part? (Write *ou*.) Tell me what the part says. Now use it to help you get this new word. (Write *shout*. Continue with *ir*, having pupils work out the word *third*.)

Now can you read these cards as quickly as I put them into the card holder? (Add *every, everyone, hear, of, once, put, there.*)

Silent Reading

Contents page. *Locating information; Remembering specific details.* Find out from your title whether the organ man and the monkey will really get breakfast this morning. What word makes you think they will? (*with*) Now let's recall how many things they wanted for breakfast. Will they get them all? Turn quickly to the right page so that we may find out.

Page 54. *Drawing inferences.* For goodness' sakes! Why are Alice and Jerry tumbling out of bed and running so fast? Read the title and the first two sentences. Are you right?

Associational reading. Finish the page. Would you have done and said what they did and said? What was the new word you read so easily? (Add *bed* to card holder.)

Page 55. *Gathering information.* There is some important information in the first eight lines. What is it?

The picture makes me think that Jerry is calling to someone. Finish the page. Am I right?

Page 56. *Specific detail.* Each child says something different. Find and be ready to read exactly what Alice said, exactly what Jerry said, exactly what Jack said.

Page 57. *Specific detail.* Are you careful readers? Read until you know exactly how many tunes the organ man played.

You remember that our title said *Breakfast with Little Monkey*. Don't stop reading until you find out exactly how many people would have breakfast with Little Monkey and who they were. Now check with the picture. Can you find one thing that monkeys like especially? (*banana*) What do you think Little Monkey is drinking? Now how many things that the organ man wanted is he really getting?

Page 58. *Gathering information.* I wonder what that basket is for and what is in it. If you are very good readers, you can read the whole page and find out. Do you like Mr. Carl better than ever now?

Page 59. *Gathering information.* What is Alice doing? I wonder why. Read the page and find out her reason for taking off one of her ribbons.

Page 60. *Gathering information.* I wonder what Mr. Carl's birds thought of the monkey. Did the organ man play any tunes inside the house? Did the monkey dance? What did the birds do? Read until you find out.

How much longer did the organ man stay and where did he go then? Finish the page and see.

Page 61. It looks to me as if we are going to hear about two more mischief makers in the next part of our book. Who are these boys? (If there are pupils in the room with these names, let them be the ones to read the title. Otherwise, tell names unless someone can immediately read them.)

Oral Reading

(Assign the different stories in "The Organ Man and The Monkey" to a group of eight, a group of four, and a group of seven. Have each group prepare to read its part for the combined group by pages. Work for expressive, interesting reading.)

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. Show me how *breakfast* begins, and I will finish the word for you. (Continue with *started*, *Grandmother*, *please*, *tree*, *pretty*.) It takes two letters to start the word—(Write *cried*; write *cr*; then erase the word and the blend.) Show me how *cried* begins, and I will finish it for you. (Continue with *cross*, *crooked*.)

Activities for building sight vocabulary; Integrating reading, writing, and spelling. Read each sentence as I write it. Then tell me the word under which I draw a line. (Write: *Come in. I will if you will. What is it?*) All these words (write *in*, *is*, *if*, *it*) begin with the same letter. All you have to do is to think how they end. Then you can write all of them. (Erase board, pronounce words one at a time, and have pupils try to write each of the four words.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 39, 40, 41.
2. Independent reading.

Fun with Dick and Jane, pages 56-60. (Give help with *eggs*, page 56; *chickens*, page 60.)

Through the Gate, pages 57-60.

Up the Street and Down, pages 65-69. (Give help with *shoes* and *park*, page 65.)

3. **Textfilm.** See Textfilm manual.

4. **Tests.** Before beginning the next unit, give the informal tests on pages 42 and 43 of the *Workbook for The New Round About*. A score of 1 is given for each item correctly marked. Pupils should make a score of at least 8 on the auditory and visual discrimination test; a score of 4 on the following of directions. Once again, test each pupil individually with the new vocabulary of *Round About*. Find out what words need added attention in the units to follow.

UNIT 15

The Twins (pages 62-67)

Materials Needed

Pocket Card Holder

Word Cards

another	cake	five	ice-cream	shining	twins	year
birthday	candles	fun	party	six	were	s card

Initial Procedure

Review of recognition techniques. Before beginning the new story, suppose we think once more about what to do when we come to a new word. (Review the four steps: 1. *Think how the word begins.* 2. *Jump over the word and read the rest of the sentence.* 3. *Look for a picture clue.* 4. *Look for a part [phonetic] which can be seen and heard in the word.*)

Sometimes we can see a word inside another word. Inside this word (write *fisherman*) we saw—(underline *fish*) and—(underline *man*). What two words do you see in this word? (Write *Everyone*.) In this word? (Write *Someone*.) If you know this word (write *funny*), maybe you could tell me what this little word says. (Underline *fun*; then add word card *fun* to card holder.) From now on watch to see if there is a little word inside the new word.

Introducing new words and meanings (*were*, *ice-cream*, *another*). (Have the following sentences on board.)

Alice and Jerry were going away.

They were going to the store.

Alice put on her coat and cap.

There were pennies in it.

I wish I could have another one.

One morning—(Indicate sentence 1.) Think how this word begins. (Indicate *were*.) Think what this part says in the word *her*. (Underline *er* in *were*.) Who is ready with the sentence? The new word is—(add word card *were*) to card holder.

Now read sentence 2. Where were they going? What did Alice do to get ready? (Sentence 3.)

Alice had her little red pocketbook, and—(sentence 4). The children each bought an ice-cream cone. Would you like to know how the word *ice-cream* looks? (Add *ice-cream* to card holder.) When Jerry's cone was gone, he said—(Indicate sentence 5.) I don't want to help you with this word unless I have to. (Indicate *another*.) Hop over it, and let the sentence help you. The new word says—(Add *another* to card holder. Have sentences and words reread.)

Silent Reading

Do you remember the names of the boys we are to read about today? (Write *Bobby and Billy*.) Instead of using the contents page today, suppose we turn at once to page 62.

Page 62. *Using picture clues; Exercising judgment and drawing conclusions.* The minute I look at this picture, I make an interesting discovery, do you? What do we call brothers or sisters who look and dress alike? Then what do you think the title says? What does this card say? (Add *twins* to card holder.) How many things can you find out about the twins from the picture?

Gathering information. Now read the page. Do the words tell you something which the picture did not tell?

Page 63. *Using picture clues; Exercising judgment and drawing conclusions.* Of course you know where Mother and the twins have been. I know they bought some *sugar* (write *sugar*) because

I see the word on one of the packages. Can you find it? Another word says—(write *candy*), and if you see this little word (underline *can* in *candy*), you will know that Mother bought a box of—.

On the next package I see—(Write *flour*.) This word begins like *fly*, and this part (underline *ou*) says—. Flou—! Mother bought some—. It was a special kind of flour she bought. (Write *cake* to the left of the word *flour*.) If you remember how the word begins, if you remember that the name of this letter (underline *a*) is—, you will know that this card (add *cake* to card holder) says—, and that Mother bought—(have phrase *cake flour* read).

I wonder if Mother is going to make a special kind of cake. Maybe it will be a—(hold up word card *birthday*) cake. Do you see a little word in this big word? (Indicate *day*.) Now think how the word begins. Remember, this part says—(Indicate *ir*.) The big word is—(Add *birthday* to holder.)

Gathering information. I wonder if someone is going to have a birthday. Read until you come to the question mark and find out. How would you answer Mother's question?

Associational reading. Are Bobby and Billy very much like you? Do they want what you do? Finish the page and see. You will find a new word, but if you know that this part (write *ar*) says—, you can get it. It says—(Add *party* to holder.)

Predicting outcomes. What do you expect to see next?

Page 64. *Picture clues; Exercising judgment and drawing conclusions.* It looks to me as if (write *All*) the boys and girls in the neighborhood are here. Would you like a piece of that cake? How many candles are on it? Are the twins ten years old? Ten-year-old boys are very big boys. Well, if candles for both the boys are on that one cake, how many of the candles are for Bobby? (Have pupils divide ten pieces of chalk into two equal piles to discover that five and five are ten.) Then how old is Billy? Bobby?

Where do you think these balloons and funny hats came from? I thought when you went to a birthday party you *took* presents instead of getting them. Do you suppose the boys and girls forgot to bring presents? Bobby and Billy do not even have balloons.

Gathering information. Didn't the twins get even one present?

Read three sentences. Well, if everyone brought a present, where are the presents now?

Associational reading. Would you have done what the children did? Read three sentences and see.

Gathering information. Why has everyone stopped playing? Finish the page and see. Watch for the new word. There will be a little word inside it to help you. The new word says—(Add *candles* to card holder.) I am glad you didn't call it—(Indicate *candy* on board.) It doesn't end like *candy*.

Page 65. In the organ-man story, the sun was—(Add *shining* to card holder.) Now read the page. Were we right when we said that the twins were not ten years old but—? Then this word says—(Add *five* to card holder.) And this word says—(Add *year*.) And now it says—(Add *s* card.)

Predicting outcomes. When I have a piece of birthday cake, I always expect to have—. Turn and see if there is any ice-cream on the next page.

Page 66. *Picture clues; Exercising judgment and drawing conclusions.* No ice-cream here! Just some ducks and rabbits sitting around on plates! How do you explain this?

Gathering information. Read two sentences. Were you right when you said the ducks and rabbits were made of ice-cream? Now read six more sentences. Was there enough ice-cream and cake to go around? Don't forget—(Indicate *fun*.)

Associational reading. Do you feel just as the twins do about birthdays? Finish the page and see.

Page 67. *Picture clues; Developing word concepts; Exercising judgment and drawing conclusions.* I see more than twin boys in this picture. How many twin things do you see? If there is another chair in the room, I am sure there are twin chairs, also. When do you think this picture was taken? If it is the morning after their birthday, how old are the twins this morning?

Gathering information. Now read three sentences. Billy makes the strangest wish. Remember this word (indicate *another*) and find out what the wish is. Now do you know the number which comes after five? (Add *six* to card holder.)

Associational reading. Is your mother very much like Bobby's and Billy's mother? Would she have said the same thing? Finish the page and see.

Oral Reading

The one who can read these two cards (hold up *were* and *twins*) may read page 62. (Continue with *birthday*, *party*, for page 63; *cake*, *candles*, for page 64; *five*, *years*, for page 65; *ice-cream*, *fun*, for page 66; *six*, *another*, for page 67.)

Word Recognition Techniques

Associating the sound of initial consonant blends with the letters which represent them. Listen as I say *tweet*, *twenty*, *twins*. What do your ears tell you about these three words? Watch how *tweet* begins. (Write *tweet*; then *tw*; then erase the word and the blend.) Show me how *twenty* begins, and I will finish the word for you. (Continue with *twins*, *tree*, *cried*, *broken*, *green*, *store*.)

Vocabulary Enrichment and Extension

Word concepts. (Hold up the word card *cake*.) This morning I had cakes for breakfast. What kind of cakes were they? (pancakes) I know another name for a doughnut. Do you? (friedcake) I know another name for a bar of soap; what is the other name? This morning I saw an iceman taking a big cake of ice into a store. What is a cake of ice? Remember to think what *cake* means when you read.

Supplementary Activities

1. *Workbook for The New Round About*, pages 44, 45, 46.
2. Independent reading.

Fun with Dick and Jane, pages 61-64. (Give help with *barn*, page 61; *black*, page 62; *cat*, page 64.)

Through the Gate, pages 61-67. (Give help with *under*, page 63; *where*, page 66.)

Up the Street and Down, pages 46-53. (Give help with *story*, page 47.)

UNIT 16

Summer Days (pages 68-71)

Materials Needed

Pocket Card Holder

Word Cards:	another	five	long	thing
	birthday	from	party	twins
	cake	fun	picnic	We
	candles	Grandfather	six	were
	early	ice-cream	summer	year(s)

s card (An s in parentheses after a word indicates that an s card is to be used to build the word called for.)

Initial Procedure

Vocabulary review. (Have the following word cards in the card holder in this order: *were, twins, birthday, party, cake, candles, five, years, ice-cream, fun, six, another.*) Who will tell the story of Bobby and Billy as far as we have gone? As soon as you use one of the words in the card holder in your story, take the card from the card holder. See if all the cards are gone by the time you are through. (Then have pupils see if they can read the cards as quickly as the storyteller returns them to card holder.)

Introducing new words and meanings (*summer, early, things, we, long, from*). (Have the following sentences on board.)

It was summer.

They got up early in the morning.

Everyone had something to do.

There were so many things to do.

We can carry it.

It was a long, long ride.

He took it away from Jip.

Alice and Jerry were having their long vacation from school. So you know that it was this time of year. (Sentence 1.) The new word you worked out is—(Add *summer* to card holder.) One day Father, Mother, and the children were going to the

lake. They wanted to have a long day at the lake. So—(Indicate sentence 2.) I will tell you this word (indicate *early*) if I have to do so, but I hope someone can get it from the sense of the sentence. It says—. Then this card says—(Add *early*.)

Of course—(sentence 3). Now look for a moment at the word *something*. What is the first little word you see in it? (Underline *some*.) Then what do you think this other word says? (Underline *thing*.) If I were to add a letter (write *things*), it would say—. Then this card says—(Add *thing* to card holder.) And this word in the next sentence says—(Indicate *things* in sentence 4.) Now read the sentence and find out why everyone had to work.

Mother packed lunch in a big basket. The basket was very heavy. Alice knew she could not carry it to the car alone. But when Jerry came along, she said—(Indicate sentence 5.) Remember how this word begins. (Indicate *We*.) Remember that the name of this letter is—(Indicate *e*.) Instead of saying “Jerry and I,” Alice said—. And this card says—(Add *We* to card holder.)

The lake was many miles away. So after they were all in the car—(sentence 6). The word which tells what kind of ride it was is—(Add *long* to card holder.)

While they were having lunch by the lake, Jip ran away with Jerry’s baseball glove. Jerry jumped up in a hurry, and—(Indicate sentence 7.) This new word (indicate *from*) begins like *frog*. He took it away fr— Jip. *From*, of course! And this says—(Add *from*; then have sentences and words reread.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 68. *Gathering information.* Bobby and Billy are certainly twins. They not only look alike. They think alike. Read three sentences and find out why I say that.

Gathering information; Specific detail. Mother has some grand good news for the twins. Finish the page and find out what it is and exactly how long it was before the good news came true. Who else has a grandmother who lives on a farm?

Page 69. *Gathering information.* Who will read aloud for us the question which starts the page? Now read until you find out the first two things the twins did every day. What little word

helped you to get this big word? What does the big word say? (Add *Grandfather* to card holder.)

Now finish the page. What did the twins do the rest of the day? Find out five kinds of animals Grandfather had.

Page 70. *Gathering information.* The picture tells me one thing the twins did. But it doesn't tell me the best thing. Read two sentences to find the best thing.

Even on rainy days they had fun. Read three more sentences. What did the twins do? Now finish the page. On one day they did something very exciting. What was that?

Do you notice the name on the boat? (Write *The Billy-Bob*.) If you notice that Grandfather used only part of Bobby's name (write *Bobby* and underline *Bob*), you can read the name.

Page 71. *Gathering information.* If you think what Grandmother, Grandfather, and the twins are having in the picture, I am sure you will know that this card says—(Add *picnic* to card holder.) Now read seven sentences. Find out where they had the picnic, how they got to that place, and what they did after they got there.

Associational reading. Do you agree with Bobby and Billy? Read the next sentence and see.

Specific detail. Exactly how many days was it before the twins went home?

Oral Reading

The one who can read these two cards (indicate *summer*, *we*) may read page 68. (Continue, using *early*, *Grandfather* for page 69; *long*, *things* for page 70; *picnic*, *from* for page 71.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *long*, *thing*, *picnic*. Which two words end with the same sound? It takes two letters to end the word *long*. (Write *long*; then *ng*; then erase word and ending.) If I write *thing*, all but the last two letters, can you end the word for me? (Continue with *morning*.)

Little words in big words; Integrating reading, writing, and spelling. When Grandmother opened the lunch basket, everyone—(Write *ate* and *ate*.) If you can see that little word *ate*,

inside this word, you can get this word, also. (Write *late*; then *Kate*; then *date*, *hate*.) Who can write *gate*? (Review *it*, *in*, *if*, *is*.)

Vocabulary Enrichment and Extension

Word concepts. The twins went to the farm in the—(Write *summer*.) There are three other times or seasons in the year. After summer, comes the time or season when leaves fall from the trees. We call that season fall, or autumn. (Write *autumn*.) After that, comes the season of ice and snow. That is—(Write *winter*.) After that, comes the season when grass and flowers spring from the ground. We call that season spring. (Write *spring*.) Maybe we could read the names of the four seasons, or times of the year. (Have the names read several times.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 47, 48, 49.
2. Independent reading.

Fun with Dick and Jane, pages 65-68.

Through the Gate, pages 68-72. (Give help with *take*, page 69; *lost*, page 71.)

Up the Street and Down, pages 54-58.

UNIT 17

Autumn Days (pages 72-74)

Materials Needed

Pocket Card Holder

Word Cards:	another	Grandfather	picnic	top
	autumn	hide	put	we
	early	leaves	summer	were
	from	long	thing(s)	year(s)

Initial Procedure

Vocabulary review. (Have the following words in card holder: *another*, *early*, *from*, *Grandfather*, *long*, *picnic*, *summer*, *things*, *we*, *were*, *years*.)

Who will tell quickly that part of our story which tells about Bobby's and Billy's summer vacation on the farm? As soon as you use a word which you see in the card holder, remove that card. Will the cards be gone by the time you finish? (Have pupils see if they can read the cards as quickly as the storyteller returns them to holder.)

Introducing new word and its meaning (*autumn*). (Have the following sentences on board.)

It was summer.

Then autumn came.

When the twins were on the farm—(sentence 1). After they came home again, it was another time of year. Leaves began to fall from the trees. Some people call this season of the year *fall*. But a more grown-up word to use is *autumn*. (Add word card *autumn* to card holder.) You see the word *autumn* in the next sentence. Who will read it?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 72. *Picture clues; Specific details.* How many signs of autumn can you find in the picture? Can you tell what one of the twins is trying to do? Which one is trying to hide? Why can't you tell?

Skimming. How many times can you find the word *autumn* on page 72? On page 73? You know how *leaves* begins. Skim page 72. By that I mean glance quickly over the page. How many times can you find the word *leaves*? Now skim page 73. Can you find it again? You told me one twin was trying to *hide*. You know how *hide* begins. Skim page 73. Can you find the word *hide*? Then this card (add *leaves* to card holder) says—. And this one (add *hide*) says—.

Gathering information. Now read the first four sentences on page 72. Find out three important things that happen in the autumn season. (Discuss shorter days, longer nights.)

The season has changed from summer to autumn. Have Bobby and Billy changed? Finish the page and see.

Page 73. *Gathering information.* Read the question; then read until you find the answer.

The picture tells something about the joke one twin is playing

on the other. It doesn't tell who the twin in the leaves is or another very important thing he intends to do. Finish the page and get that information. I hope you remember this word. (Add *put* to card holder.) The new word you worked out for yourselves is—(Add *top* to card holder.)

Page 74. *Gathering information; Associational reading.* Read until you find out why Billy's joke didn't turn out all right. Would you have given the joke away by laughing?

Finish the page. Would you have done what Bobby did?

Page 75. *Picture clues; Specific details.* Another season is here, and what is its name? What signs of winter do you see?

Skimming. You know how *winter* begins. How many times can you find the word *winter*? *Snow* begins like *Snap*. Skim to see if you can find the word *snow*. How many times?

Oral Reading

The one who can read these two cards (indicate *autumn, leaves*) may read page 72. The one who knows these two words (indicate *top, hide*) may read page 73. The one who can tell me what I want you to do when you skim a page may read page 74.

Word Recognition Techniques

Associating final word sounds with the letters which represent them (*ng*). Remember, it took two letters to finish the word *long*. (Write *long*; write *ng*; then erase word and ending.) If I write *long*, all but the last two letters, will someone finish it for me? (Continue with *thing, sang, ring*.)

It takes two letters to finish the word *duck*. (Write *duck*; then *ck*; then erase the word and the blend.) If I write *cluck*, all except the last letters, will someone finish the word for me? (Continue with *Jack, quack*.)

Vocabulary Enrichment and Extension

Word concepts. (Write the word *top* in large letters on the board.) Where was Bobby when he jumped on top of Billy? (above) What do you mean by the top of a building? (the highest point) Boys like to spin tops; what is a top that you can spin? (toy) Remember to think what *top* means as you read.

Supplementary Activities

1. *Workbook for The New Round About*, pages 50, 51, 52.
2. Independent reading.

Fun with Dick and Jane, pages 69-72. (Give help with *sat*, page 70.)

The Little White House (Ginn and Co.), pages 5-10. (Give help with *our*, page 5; *paint*, page 8.)

Through the Gate, pages 80-85.

Up the Street and Down, pages 74-79. (Give help with *letter*, page 74.)

UNIT 18

Winter Days (pages 75-77)

Materials Needed

Pocket Card Holder

Word Cards:	another	from	long	thing(s)	winter
	autumn	hide	over	top	year(s)
	bump	hill	sled	we	
	early	leaves	snow	were	

Initial Procedure

Vocabulary review. (Have the following word cards in the card holder: *another, autumn, early, from, hide, leaves, long, things, top, we, were, years.*) Who will tell us about the fun the twins had in the autumn? (Proceed as in the two previous units.)

Introducing new words and meanings (*over, bump*). (Have the following sentences on board.)

He fell over the wagon.

Oh, what a big bump!

Mother had told Jerry never to leave his wagon on the sidewalk. Sometimes Jerry was careless. One day he left his wagon right across the walk. Jack came running along and—(sentence 1). This word which you got by yourselves is—(Add *over* to card holder.) The name of the first letter is—.

When Jack came running into the house holding his head,

his mother said—(sentence 2). Think how the new word begins and ends. It says—(Add *bump* to card holder.)

Silent Reading

Contents page. *Locating information.* I hope you remember the season which comes after autumn. (Add *winter* to card holder.) Who is ready with the title and the page number?

Page 75. *Skimming.* I hope you remember what I mean when I tell you to skim. What do I mean? Now skim the picture once again for winter signs. Skim the page to find the word *winter*. The word *snow*!

Gathering information. Some winters the snow is very light. Some winters the snow is heavy. Read two sentences. What kind of winter is this?

When people keep on thinking and saying the same thing over and over, we say they have a one-track mind. They are like an engine which keeps going up and down forever on the same track. I believe these twins have one-track minds. Finish the page and be ready to prove that they have.

Page 76. *Skimming.* I am sure one of the new words on this page will be—. How many times can you find *sled*? Be careful that it says just *sled*. How many times can you find the word which means more than one sled? Where are the twins going on their sleds? Then can you find the word *hill*? Now you know that this word (add *sled* to card holder) says—, and this word (add *hill*) says—.

Verifying information. Now read the page. Does the story tell just what the picture tells? Find out.

Page 77. *Picture clues.* This time I know which twin is almost buried in the snow. How do I know? What do you suppose is on the other sled?

Gathering information. Read until you find out how the accident happened.

Associational reading. Would you have looked like the twins? Would you have done what they did? Finish the page and see.

Oral Reading

(Conduct as in the three previous units, using the new words *Winter*, *snow* for page 75; *sled*, *hill* for page 76; *bump*, *over* for page 77.)

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. It takes two letters to begin the word *snap*. (Write *snap*; write *sn*; then erase the word and the blend.) If you will show me how *snow* begins, I will finish the word for you. Or maybe since you know that this part says "ō" (write *ow*), you can finish the word yourself. (Repeat with *twenty*, *please*, *green*, *breakfast*, *truck*, *stay*, *cried*.)

Vocabulary Enrichment and Extension

Word concepts. (Write *over* on the board in large letters.) If you do something *over* and *over*, you do it— (again and again). If you walk *over* a bridge, you walk— (across). If school is *over*, it is—(ended). If you look *over* the wall, you look—(on top) of it. If you are *over-weight*, you weigh—(too much). *Overshoes* are shoes which go—(on top) of other shoes.

Supplementary Activities

1. *Workbook for The New Round About*, pages 53, 54, 55.
2. Independent reading.
Fun with Dick and Jane, pages 73-75.
The Little White House, pages 11-16. (Give help with *chairs*, page 11; *color*, page 13; *guess*, page 15; *has*, page 16.)
Through the Gate, pages 86-89. (Give help with *bag*, page 86.)
3. Choral reading. "First Snow" from *Let's-Read-Together Poems*.

UNIT 19

Spring Is Here (pages 78-80)

Materials Needed

Pocket Card Holder

Word Cards

another	early	hill	sang	spring	top	winter
autumn	from	long	sled	summer	we	world
bump	fun	over	snow	thing	were	year(s)

Initial Procedure

Vocabulary review. (Have the following word cards in card holder: *another, bump, early, from, fun, hill, long, over, sled, snow, thing, top, we, were, winter, years.*) How quickly can you take a card, read it, and use it in a sentence? (Have cards exchanged, reread, and returned to holder.)

Introducing new word and its meaning (*spring*). When the twins went to the farm, it was—(Add *summer* to card holder.) When they came home, it was—(Add *autumn.*) When the snow began to blow, it was—(Indicate word card *winter.*) Now, when the grass springs up and flowers bloom, it is—(Add word card *spring* to card holder.) Who can read the names of the four seasons, or times, of the year?

Did the twins have a birthday any time all summer long when they were at Grandmother's? Did they have one in the autumn? In the winter? Then when do you think their birthday is? In what season of the year? Maybe they will have that birthday in the story this morning.

Silent Reading

Contents page. Locating information. (Use in usual way.)

Page 78. Picture clues. What signs of spring do you see? (Identify jack-in-the-pulpit; empty seed packages.)

Gathering information. The story tells me two more signs of spring. Read three sentences and find out what they are. The new word you found says—(Add *sang* to card holder.)

I wonder who suggested making a garden. Read until you find out.

A very important thing happens. Finish the page and see what it is.

Page 79. Gathering information. What happened when the twins said, "Come in!" Read until you know.

We figured something out. I wonder if we were right. Read the next sentence and see.

Now finish the page. Find out if this second party was just like the first.

Page 80. Picture details; Gathering information. What things are missing from this party? What do the children seem to have instead of balloons and caps? (snappers) What has happened to the candles on the cake?

Skimming. Remember, when you skim, you glance over a page quickly. Skim this page. Can you find the new word? If I tell you that this part (write *world* on board and underline *or*) says—(give sound), you can help yourselves.

Associational reading. Now read the page. See if you feel just as the twins do about a birthday party. The new word says—(Add *world* to card holder.)

Page 81. Of course you can read the title of the next part of our book. Who is that in the old, old car? What sometimes happens to old, old cars?

Oral Reading

(Divide class into a group of six, one of four, and three groups of three each. Assign to each group one of the "Bobby and Billy" stories. Have each group prepare to read the assigned story by pages.)

Word Recognition Techniques

Phonetic parts; Integrating reading, writing, and spelling. I told you that this part in *world* said—(Write *or*.) Can you read this word? (Write *work*.) Can you see and hear the same part you saw in *world*? Draw a line under the part and tell me what it says. (Repeat with *word*.) Could anyone write the word *norm*?

Associating final word sounds with the letters which represent them. I hope that if I write the word *sang*, all but the last two letters, someone can finish it for me. (Continue with *spring, bump, hill, sled, Jack*.)

Vocabulary Enrichment and Extension

Word associations. What do you think of when I say the word *seasons*? When I say *autumn*? (Continue with *spring, summer, winter*.)

Word concepts. (Hold up word card *spring*.) When the twins make a garden in the spring, spring means a—(time of year). That old car may have a broken—. What kind of spring do we mean then? (steel) Last night John tried to fool me. He hid from me. Just as I passed by, I saw him spring out from behind a tree. What did he do? (jump) Think what kind of spring it means when you see the word *spring* in your books.

Supplementary Activities

1. *Workbook for The New Round About*, pages 56, 57, 58.
2. Independent reading.
Fun with Dick and Jane, pages 76-80.
The Little White House, pages 17-22. (Give help with *ready*, page 17; *where*, page 18; *way*, page 20; *stop*, page 21.)
Through the Gate, pages 90-93. (Give help with *chair*, page 90; *tell*, *found*, and *pocketbook*, page 93.)
3. Textfilm. See Textfilm manual.
4. Tests. Before beginning the next unit, give the informal tests on pages 59 and 60 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 8 on the test in auditory and visual perception; a score of at least 9 on the vocabulary test. At this point, test each pupil individually on the word cards for the new vocabulary of *Round About*. Which words are not recognized automatically? Stress these words in the following unit.

UNIT 20 (Supplementary)

Introducing Paragraph Form and the Meaning of the Paragraph

(See Program for the Superior Group, Unit 10, page 39. DO NOT OMIT THIS UNIT.)

UNIT 21

At the Farm (pages 82-88)

Materials Needed

Pocket Card Holder

Word Cards

apple	every	lovely	right	thought	were
be	flower	of	them	tomorrow	Why
early	if	put	they	water	year(s)

Initial Procedure

Vocabulary review. (Have the following word cards in card holder: *early, every, if, of, put, they, water, were, years.*) How quickly can you take a word, read it, and use it in a sentence? (Have cards exchanged, reread, and returned to card holder.)

Introducing new words and meanings (*thought, lovely, them, Why, tomorrow, be, right*). (Have the following sentences on board.)

She thought and thought.

It is a lovely day.

I will go to see them.

Why not go today?

I will go tomorrow.

Tomorrow I will be all right.

One morning Mother sat in her chair sewing away. She had no one to talk to her, so she did not say a word. But—(sentence 1). You know how this word begins. (Indicate *thought*.) There is a little word inside it which says *ought*. (Draw a line under *ought*.) So the big word says—(Wait for suggestion *thought* and have sentence read.) You *ought* to remember this word (add *thought* to card holder) because it has the word *ought* inside it.

Mother looked out of the window. It was a beautiful day. But Mother used another word for *beautiful*. She thought to herself—(sentence 2). Think how the new word begins. It is a 1____ day. (Wait for suggestion *lovely*.) Do you hear a little word inside the big word *lovely*? It says—(Draw a line under *love*.) Maybe we all love a sunshiny day. That is why we call it a ____ day. (Add *lovely* to card holder.)

Mother had some old friends who were visiting in town. So she thought to herself—(sentence 3). She used another word for friends. Think how it begins and ends. (Wait for suggestion *them*; then add *them* to card holder.)

I hope you remember what this letter says in the word—(Write *my* and indicate *y*.) Now think how the first word in the next sentence begins. Make it rhyme with *my*. Mother asks herself a question, and she uses a compound word. (Draw a line under *to* and another line under *day* in *today*.) Who is ready with the question? (Add *Why* to card holder.)

But Mother was just getting over a cold; so she decided, "No, I will not go today, but—(sentence 5)." If you see the little word *to* (underline *to* in *tomorrow*) and think how the next part begins, you can get the word. (Wait for suggestion *tomorrow* and add card to card holder.)

Then Mother thought—(sentence 6). If you remember that the name of this letter (indicate *e* in *be*) is—, you can get the word. If you think how the last word begins, the sense of the sentence will help you get that word also. Who is ready with the sentence? (Add *be* and *right* to card holder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 82. *Picture clues.* Can you tell from the illustration what season it is? What signs of summer do you see?

Skimming. What kind of garden do you see in the illustration? *Flower* begins like *fly*. How many times can you find the word *flower* on page 82? The word *flowers*? Which word do you find on page 83? (Add word card *flower* to holder.)

Identifying and understanding the meaning of paragraphs. How many paragraphs are there on page 82? How many sentences are in the paragraph? The first sentence tells that Grandmother looked out of the window. Check to see if each of the other sentences tells something she saw or heard.

Page 83. How many paragraphs are on this page? How many sentences are in the paragraph? Does each sentence tell something Grandmother thought? Check and see.

Page 84. *Gathering information.* Someone thinks up a good plan. Read the page. What is the plan, and who thought of it?

Page 85. *Gathering information.* If Grandmother is going after the twins, how will she go? Read until you find out.

Grandfather and Grandmother have a slight disagreement. Finish the page and find out what they disagree about.

Page 86. *Associational reading.* What signs can you find in the picture which show that the twins' grandmother is very much like your grandmother? What will she take to the twins besides cake? Skim the last two lines for the word *apples*. (Add *apple* to card holder.)

Identifying paragraphs and their meaning. How many para-

graphs are there on page 86? Check to see if every sentence in the first paragraph tells something Grandmother thought. Does every sentence in the second paragraph tell what she did after the cake was baked and why?

Page 87. Gathering information. Read the first paragraph. What happened first the next morning? Finish the page. What happened next?

Page 88. Drawing inferences. Read until you find out how long it was before Grandmother was ready to go.

Associational reading. Do Grandfather and Grandmother act the way your grandparents or your father and mother might act? Finish the page and see.

Predicting outcomes. Well, Grandmother is off in an old car, but a very good car. What may happen?

Oral Reading

(Have the following on board. Proceed in usual way.)

- What did Grandmother and Grandfather do the next morning?
- Grandmother put things into the basket.
- Grandmother looked out of the window and thought of the twins.
- Grandfather and Grandmother thought of a plan.

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. You remember that it takes two letters to begin the word *fly*. (Write *fly*; then *fl*; then erase the word and the blend.) Show me how *flower* begins, and I will finish the word for you. (Continue with *floor*, *flew*.)

Associating final word sounds with the letters which represent them. We decided that a good thing to do was to look carefully at the way words end. How sharp are your eyes? (Write *then*, have the word read, erase and write *them*. Repeat with *far*, *farm*; *goat*, *good*; *work*, *word*.)

Vocabulary Enrichment and Extension

Word concepts. Grandmother said that she would be all— (write *right*) in the car. What did she mean by *right*? (safe) At

some corner she may have to turn to the right. What does *right* mean there? (direction) Maybe some careless boy runs out into the street when cars are coming. That is not the right thing to do. What does *right* mean in that sentence? (correct) If Mother tells you to do something right away, what does *right* mean? (at once) If you want the right answer to a problem, you want the—(correct) answer. Hold up your right hand. Your right hand is on the right side of your body. Think what *right* means as you read.

Supplementary Activities

1. *Workbook for The New Round About*, pages 61, 62, 63.
2. Independent reading.

A Home for Sandy (D. C. Heath and Co.), pages 2-8. (Give help with *street*, page 2; *along* and *honk*, page 5; *wuff*, page 8.)

The Little White House, pages 23-26. (Give help with *shoes*, page 23.)

Through the Gate, pages 94-97. (Give help with *pocket*, page 94.)

Up the Street and Down, pages 70-73. (Give help with *yellow*, page 71.)

UNIT 22

The Ride to the City (pages 89-97)

Materials Needed

Pocket Card Holder

Word Cards

another	flower	long	over	them	tomorrow
around	gas	lovely	right	thought	why

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All at once*, *By night*, *If I stay*, *It may be*, *Once again*, *So she sang*, *There is*, *There was*, *There are*, *What in the world*.) If we are to enjoy our story, it is very important that our sentences begin on the right track. Draw a line under a phrase you know, read it, and then use it to begin a sentence.

(Have all word cards listed above, except *around* and *gas*, in card holder. Play "One, Two, Three! How Many for Me?" Repeat several times.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 89. *Identifying paragraphs.* (On this and each succeeding page, have pupils determine the number of paragraphs.)

Associational reading. If you were Grandmother, would you do what she does? Read the first paragraph and see.

Sometimes when everything is going well, you boast a little. What do you do when you boast? Is Grandmother like you? Finish the page and see.

Predicting outcomes. Sometimes when we boast, what happens?

Page 90. *Exercising judgment; Drawing conclusions.* Does the picture give you an idea as to what may happen?

Gathering information; Verifying conclusions. Read the whole page. What happens? Were we right in our predictions?

Page 91. *Exercising judgment; Drawing conclusions.* Since the car won't climb the hill, where is Grandmother going now?

Skimming. Skim the first sentence. Can you find the new word? (*around*) Can you find it in another place? I see this little word on the beginning of the new word. (Write *a.*) Now read the first sentence and let the sense of the sentence help you get the word. (Add *around* to card holder.)

Verifying conclusions. Some of you think that Grandmother has turned around and gone home. Finish the first paragraph. See if you change your minds.

Gathering information. Now finish the page. What happens when Grandmother sees the other road?

Page 92. *Exercising judgment; Drawing conclusions.* How is Grandmother feeling in the illustration on page 92? On page 93? What do you think has happened? Why is she looking for help?

Gathering information. Now read the first paragraph on page 92. Did you guess the right reason? Finish the page. What happened when the car stopped?

Page 93. *Gathering information.* Grandmother is looking for help. Does help come? Read the first paragraph and see. Now finish the page. What does Grandmother decide to do, and how does everything turn out?

Page 94. *Exercising judgment; Drawing conclusions.* Grandmother packed that basket for the twins. Why in the world is she eating the things she put into it?

Gathering information. Now read the whole page. Did you discover the real reason why she opened the basket? Did she eat the cake, also?

Page 95. *Specific detail.* How many cars do you see coming toward Grandmother in the illustration? Read the first two paragraphs. How many cars did Grandmother see? Finish the page. How many cars stopped to help Grandmother, and how many people were in the car?

Page 96. *Exercising judgment; Drawing conclusions.* Since the hood of the car is up, what do you suppose must be the matter?

Specific detail; Verifying conclusions. Read the first three paragraphs. Find out exactly what is the matter with the car. You will find a new word, but if you can't work it out for yourselves, you will never know what is the matter with the car because I won't help you. I am glad you found out that this important word said—(Add gas to holder.)

Predicting outcomes. What may happen when the man discovers that Grandmother is out of gas? Finish the page. Is that what really happened?

Page 97. *Exercising judgment; Drawing conclusions.* What time do you think is shown in the picture? How long has it taken Grandmother to get to the city? Why are not Bobby and Billy running out to meet her also?

Gathering information. I hope you have not forgotten this word. (Write *spring*.) Sometimes it is the name of a season. Sometimes it means something very different. Read three paragraphs. Find out what *spring* means in this story. Find out what else was the matter with the car.

Verifying conclusions. Finish the page. Was the information we got from the picture correct?

Oral Reading

Organization. (Have the following sentences on board. Proceed as in similar units.)

- _____ Grandmother got to the city.
- _____ The car stopped on a hill.
- _____ Grandmother started for the city.
- _____ The man saw that there was no gas.
- _____ Grandmother took the road around the hill.
- _____ The car stopped again.
- _____ Grandmother looked for help.
- _____ Grandmother ate some of the apples.
- _____ A man stopped to help Grandmother.

Word Recognition Techniques

Associating final word sounds with the letters which represent them; Integrating reading, writing, and spelling. Here are three new words. (Write *deer*, *deep*, *keep*.) One word says *deer*; some deer have antlers. One word says *deep*, and one says *keep*. Which word says *deep*? How do you know? (Repeat with *sick*, *sit*, *pick*.)

It takes two letters to finish the word *catch*. (Write *catch*; then *ch*; then erase word and *ch*.) If I write *much*, all but the last two letters, who will finish it for me? (Continue with *such*, *match*, *branch*.)

(Erase board.) Look carefully as I write the word *catch* again. Inside it I see the little word—(Draw a line under *cat*.) Inside the word *cat* is the little word—(Write *at*.) Could someone write *at*? Could someone change it to *hat*? Could someone change it to *hatch*? Chickens hatch from eggs. (Continue with *batch*, *match*, *patch*.)

Vocabulary Enrichment and Extension

Word concepts. When you want to get some place in a hurry, how do you go? (Write *run*.) When Grandmother's car was fixed, it could—. Machinery runs, also. I know something which runs from a faucet. What is that? Sometimes when we have bad colds, our eyes—. We might say that Grandmother had a run of bad luck. What do you suppose a *run* of bad luck would be?

Supplementary Activities

1. *Workbook for The New Round About*, pages 64, 65, 66.

2. Independent reading.

A Home for Sandy, pages 9-12. (Give help with *cat*, page 9; *meow*, page 10.)

The Little White House, pages 27-32. (Give help with *fast*, page 31; *frisky*, page 32.)

Through the Gate, pages 98-101.

Up the Street and Down, pages 80-85.

UNIT 23

A Morning Surprise (pages 98-102)

Materials Needed

Pocket Card Holder

Word Cards:	another	bank	fell	hide	right
	autumn	early	from	picnic	sell

Initial Procedure

Vocabulary review. (Have all the cards that are listed above in the card holder.) Show me the card which is the name of a season. One which is a place to keep money! One which tells what you have when you take your lunch to the woods! A name you give to one of your hands! If you want no one to see you, you—. When you have one candy bar and want one more, you want—. If you get up at five o'clock, you get up—. The two words which rhyme are—. The word which begins like *frog* is—. Who can read five cards? Ten?

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 98. *Skimming.* Look quickly through the first paragraph. Find the word which tells when the twins got out of bed. Skim the second paragraph. Find the word which tells what they gave Grandmother.

Gathering information. Now read the whole page carefully. The twins have a very good idea to suggest to Grandmother. Find out what it is.

Page 99. *Picture clues.* What else was in Grandmother's basket besides cake and apples?

Gathering information. Now read the whole page. How long is Grandmother's visit to last?

Page 100. *Gathering information.* Read the first paragraph. What does Billy want to do on the farm? Read the second paragraph. What does Bobby want to do, and how long does he want to stay? How long does Billy want to stay, and why does he want to stay that long? The third paragraph tells. Mother settles the matter. Finish the page. What does she say?

Page 101. *Gathering information.* This cake makes Bobby remember something. Read two paragraphs and find out what he remembers. Father has a good plan. Finish the page and see what it is.

Page 102. *Gathering information.* Find at least four things the twins did on the farm that summer. You will find them in the first two paragraphs.

Verifying information. Finish the page. Did the twins come home when Mother told them to come?

Page 103. *Exercising judgment; Drawing conclusions.* Are these ducks like the ones you see on farms? What kind of ducks are they? Then this word says—(Write *wild*.) Where and why do you think they are flying? The little picture tells you that this word says—(Write *frog*.) Now who can read the title?

Oral Reading

Organizing events in sequence. (Have the following phrases on board. Proceed as in previous units.)

- _____ A Basket of Good Things
- _____ A Party without Ice-cream
- _____ A Summer on the Farm
- _____ A Breakfast Surprise
- _____ What the Twins Wanted to Do on the Farm

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. It takes two letters to begin the word *from*. (Write *from*; then *fr*; then erase the word and the blend.) Show me how *from* begins, and I will finish the word for you. Listen

as I say *family*, *friend*. Which word begins like *from*? Show me how *friend* begins, and I will finish the word. Show me how *family* begins, and I will finish that also. (Repeat with *frog*, *feather*; then with *broom*, *book*; *bright*, *bottle*.)

Integrating reading, writing, and spelling. You remember what this part says. (Write *ar*.) Who can use this part and write the word *car*? (Continue with *far*, *farm*, *farmer*, *barn*, *harm*.)

If you remember that each of the words begins with this letter (write *i*; then erase), could you write *in*? (Follow with *it*, *if*, *is*. Repeat techniques with *of*, *oh*, *on*, *one*.)

Vocabulary Enrichment and Extension

Word concepts. (Review meanings of *bank* as a place to keep money and as the side of a river.)

Use this word in a sentence. (Write *new*.) When we add this letter (add *s*), the word changes its meaning. Use the new word in a sentence. *News* is some information which we have not heard before. Where do we read most of the news? Then why is the paper called a newspaper?

When you go on a *picnic* (write word), you almost always have a good time. So sometimes when you want to say you had a good time, you say you had a *picnic*. Billy said he wanted to have a picnic every day. What did he mean?

Supplementary Activities

1. *Workbook for The New Round About*, pages 67, 68, 69.
2. Independent reading.

The Little White House, pages 33-36. (Give help with *ladder*, page 34.)

Through the Gate, pages 48-55. (Give help with *story*, page 48; *gray*, page 50.)

Up the Street and Down, pages 86-90.

3. Textfilm. See Textfilm manual.
4. Tests. Before beginning the next unit, give the informal tests on pages 70 and 71 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in average groups should make a score of at least 8 on the auditory-and-visual-perception test; a score of at least 3 on the following-of-directions test. If scores fall lower than this,

CHECK YOUR TEACHING WITH THE UNIT PLANS. At this point, each pupil should be tested individually with the word cards for the vocabulary of the first reader introduced so far (see pages 206-7 in the reader).

UNIT 24

Six Little Wild Ducks (pages 104-7)

Materials Needed

Pocket Card Holder

Word Cards: Andrew called geese much over upon
 barn fat himself of right wild
 be from Martha Once time

Initial Procedure

Introductory activities. (Show, if possible, Frames 16-19 from the Reading Readiness Textfilm "I Live in the Country." Talk about the differences between ducks and geese, between the tame variety and the wild, and the migratory habits of the latter. Have pictures to show if possible. Emphasize that the ducks to be read about are wild; then put word card *wild* in holder.)

(Review once again the techniques for getting new words: 1. *Think how the word begins.* 2. *Jump over it and read the rest of the sentence.* 3. *Watch for picture clues.* 4. *Watch for some part that can be seen and heard in the word.* 5. *Watch for little words in big words.* 6. *Think how the word ends.*)

Vocabulary review. (Have the following phrases on board: *All day long, Every animal, It was, Many animals, There was, There were.*) To be able to enjoy the story, we must be able to start our sentences on the right tracks. Draw a line under a phrase you know and then use it to begin a sentence.

(Have the following word cards in card holder: *be, called, from, much, of, Once, over, right.* Play "One, Two, Three! How Many for Me?" to remove cards from holder.)

Introducing new words and meanings. Here is a new compound word you can get for yourselves. (Write *upon*, draw a line between *up* and *on*, have the word read, and the word card added

to card holder.) Many, many times when we start to tell a story, we begin this way: (Write *Once upon a time*.) Think how this word begins. (Indicate *time*.) Remember the name of this letter is—(Indicate *i*.) Who is ready with the phrase? (Have the phrase read several times, have pupils use it to begin sentences, and then add the word card *time* to card holder.)

Silent Reading

Contents page. *Locating information; Specific detail.* Find the title of the new part or section of the book and the title of the first story in that section. How many wild ducks are we going to read about?

Page 104. *Picture clues; Exercising judgment.* (Have pupils identify each building and decide what it may be used for.)

Gathering information. The first paragraph tells three important things about the farm. Find out what they are. The second paragraph gives us some information about the animals on the farm. Finish the page and see what it is.

Page 105. *Specific detail.* Read until you find out exactly what the name of this farm is. Of course since this word is in the word *barnyard*, you knew that it said—(Add *barn* to card holder.)

Find out the name of some other animals on the farm. Remember that the name of these letters (write *ee*) is—. Then this card says—(Add *geese* to card holder.) Were these geese wild or tame? How do you know?

Page 106. *Skimming.* The name of one goose is *Andrew*. How many times can you find his name on page 106? On page 107? The name of the other goose is *Martha*. How many times can you find her name on both pages? Then this card says—(Add *Andrew* to holder.) And this card says—(Add *Martha* to holder.)

Gathering information. Read two paragraphs on page 106. Find out about Andrew. Finish the page. Find out about Martha.

Page 107. *Gathering information.* Andrew warns Martha about something terrible that may happen. Read the first paragraph and find out what his warning is. You found out that this word said—(Add *fat* to card holder.) I wonder if Andrew's warning will come true. Finish the page and see. You will find a new compound word. You will know the first little word in it, and the sense of the sentence will help you with the other little word. You found out that this word said—(Add *himself*.)

Oral Reading

Locating information. I will give you a few minutes to find every sentence which tells something about the farm. Not about the animals! Just about the farm! (Repeat by having pupils find every sentence which tells about all animals except the geese and then all sentences which tell about Andrew and Martha.)

Word Recognition Techniques

Introducing the sound of short a; Integrating reading, writing, and spelling. Some letters have more than one sound. We call some of those letters—(Write *vowels* as you say the word.) The word *vowels* begins like *very*, *valentine*, and *vacation*. Say the word *vowels* with me. One of the vowels is—(write *a*) and one of its sounds is—(give sound of short *a*). You hear that sound in the word *Sam*. (Write *Sam*.) We call that sound the short sound of the letter *a*. Listen as I say *come*, *can*, *coat*. In which word did you hear the short sound of *a*? Let's prove that you are right. (Write *can* under *Sam* and direct attention to *a*.) *Shoes, socks, cap!* In which word did you hear the short *a* sound? Who could write the word *cap* and use the vowel *a*? *Is, on, am!* In which word did you hear short *a*? Prove that you are right by writing the word *am*.

Associating final word sounds with the letters which represent them; Integrating reading, writing, and spelling. You remember what this part said in the word—(Write *play*, underline *ay*, have sound given, and then erase word and part.) We often see that part on the end of words. Could someone use that part and write *day*? (Continue with *gay, hay, jay*.)

Vocabulary Enrichment and Extension

Compound words. If I put (write *summer*) and (add *time*) together, what is the compound word? Use it in a sentence. (Continue with *springtime, wintertime, himself, herself*.)

Supplementary Activities

1. *Workbook for The New Round About*, page 77.
2. Independent reading.
A Home for Sandy, pages 13-18. (Give help with *wagged* and *tail*, page 15; *shut*, page 18.)
Fun with Dick and Jane, pages 94-99.

UNIT 25

Six Little Wild Ducks (*cont.*, pages 108-13)

Materials Needed

Pocket Card Holder

Word Cards:	afraid	delighted	over	soon
	around	farmer	parade	them
	baby	followed	right	took
	called	himself	some	wife

Initial Procedure

Vocabulary review. (Have the following phrases on board: *Do not be, He gave them, I will show, There they saw, There were, They are, They were, Who are.* Follow procedure from preceding units.)

(Have the following word cards in card holder: *around, called, himself, over, right, some, them, took.* Play "Away We Go" to see how quickly cards can be read and removed.)

New words and meanings (*baby, afraid, soon, delighted, followed, parade*). (Have the following on board.)

She had a little baby.

She was afraid.

Soon she was not afraid.

She was delighted.

She followed Alice all over the house.

We look like a parade.

One day Mrs. Hill moved into a house not far away from Alice's home, and—(sentence 1). Think how this word begins. (Indicate *baby*.) This letter (indicate *a*) says its name—. Who is ready with the sentence? Then this card (add *baby* to card holder) says—.

Of course the baby didn't know Alice. The first time the baby saw Alice—(sentence 2). Notice the little word on the beginning of the new word. (Underline first *a* in *afraid*.) Notice that the next part of the word begins like *from*. (Underline *fr*.) Think what the name of the next letter is. (Underline *a*.) She was *afra*—(Wait for suggestion *afraid*; then add word to card holder.)

If you remember the sound a cow makes (write *moo*) and what this part in the word says (underline *oo*), you can get this word.

(Indicate *Soon*.) Then this card says—(Add *Soon* to card holder.) Now read the third sentence. How did the baby feel after Alice came to see her every day?

If this word says—(write *right*), could you tell me the name of this word which rhymes with it? (Write *light*.) Now I will add a part, or syllable, to the word *light*. (Add *de* to *light*.) The syllable I added says *de*, and the big word says—. Now when the baby saw Alice coming—(sentence 4). How do you feel when you are delighted? This card says—(Add *delighted* to card holder.)

That baby liked Alice so well that every place Alice went, the baby went also. (Sentence 5.) Think how this word begins. (Indicate *followed*.) Let the sense of the sentence help you. This card says—(Add *followed* to holder.)

The baby was always dragging a train, a toy, or a wagon behind her. It made Alice think of the day when she went to see the circus parade. (Indicate *parade* in sentence 6.) So Alice said—(sentence 6). Then this word says—(Add *parade* to card holder.)

Silent Reading

Page 108. *Picture clues; Drawing inferences.* Which of these men do you think is the farmer of Blue Barns? Where do you think the other man got the ducks, and why is he letting them out of the basket? What kind of ducks are they?

Gathering information; Verifying conclusions. Now read the page. See if we were right in what we thought. Of course you had no trouble with this word. (Add *farmer* to holder.)

Page 109. *Picture clues; Drawing inferences.* Which goose is this in the illustration? How do you know? Are the ducks afraid of Andrew? What makes you know they are not?

Gathering information. Read the first three paragraphs. Where did the farmer take the ducks? What happened? Which goose did the ducks like best? How do you know? How did that goose feel about it?

What is Andrew trying to say to the ducks in the picture? Finish the page and see.

Page 110. *Picture clues; Drawing inferences.* Do you see anything which looks like a—(Indicate *parade* in card holder.) Do you think Martha will join the parade?

Verifying conclusions. Read the page. Does Andrew agree with you? Does he think he is heading up a parade?

Page 111. *Skimming.* Skim the first sentence. Find the word *around*.

Gathering information. Now read three paragraphs. What happens when the cow sees the ducks? Finish the page. What happens when the rooster sees them?

Exercising judgment; drawing conclusions. Why doesn't this rooster know what ducks are? Why don't the ducks know what geese are?

Page 112. *Gathering information.* Do these baby ducks know what pigs are? Read two paragraphs and see. Finish the page. What information does Andrew give them about pigs? Where does he take them after they are through visiting the animals?

Page 113. *Skimming.* There is a new word in the first line. If you know that this letter's name is—(write *i*), you can get the word. What does this card say? (Add *wife* to holder.) Whose wife do you suppose this is? How many times can you find the phrase *the farmer's wife*?

Picture clues; drawing inferences. Where do you think the farmer's wife is going? Why? What might she be going to sell? Will she allow this parade to follow her?

Gathering information; verifying conclusions. Now read the first paragraph. Were we right about the place the farmer's wife was going? Read the second paragraph. Were we right about what she was going to sell? Were we right about the parade following her?

Oral Reading

Organizing events in sequence. (Have the following sentences on board. Proceed as in previous units.)

- _____ The ducks saw the pigs.
- _____ The ducks went to town.
- _____ The ducks saw Andrew and Martha.
- _____ A man gave the ducks to the farmer.
- _____ The ducks saw the cow and rooster.
- _____ The parade started out from the barn.

Word Recognition Techniques

Possessives. This morning we read about—(Write *the farmer's wife*.) She belonged to the farmer. She was his wife. When we

want to change the word—(write *farmer*) to *farmer's*, we add this mark (add ') and then this letter (add *s*). The new word says—, and we know that we are talking about something which belongs to the farmer.

If I wanted to talk about a—(write *cap*) which belonged to Alice, I would write the word—(Write *Alice* to the left of *cap*.) Then I would add this mark and this letter. (Complete possessive form.) Now the phrase says—. And this word (indicate *Alice's*) makes us know that the *cap* belongs to—. (Repeat with *Jerry's ball*, *Father's boat*, *Mr. Carl's birds*, *Jack's dog*, *May's kittens*.)

Associating the short *a* sound with the letter which represents it. Remember, some letters are called vowels. Vowels (write the word on board) have more than one sound. The short sound of this vowel is—(Write *a* and give sound.)

Listen carefully as I say *Snap, snow, snake*. In which word do you hear the short *a* sound? Let's see if this (indicate *a*) is the vowel you see in *snap*. (Write *snap* and direct attention to *a*.) Listen again. *Quack, moo, cluck!* In which word do you hear the sound? (Give short *a* sound.) Let's see if this vowel (indicate *a*) is in the word *quack*. (Continue with *Jack, Jerry, Jip*.)

Vocabulary Enrichment and Extension

Synonyms. This morning we have an interesting word. (Indicate *delighted*.) Tell me another word which means the same as *delighted*. (*happy*) Tell me another word for *beautiful*. (*lovely, pretty*) For a *movie!* (*show*) For *gay!* (*happy*) For *tune!* (*song, music*) *Penny!* (*money*) *Lady!* (*woman*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 72, 73, 74.
2. Independent reading.

A Home for Sandy, pages 20-23. (Give help with *patted*, page 22.)

Fun with Dick and Jane, pages 100-03.

The Little White House, pages 37-40.

Through the Gate, pages 112-18. (Give help with *game*, page 113; *ready*, page 115; *grass*, page 116; *mud*, page 117.)

UNIT 26

Winter at Blue Barns (pages 114-17)

Materials Needed

Pocket Card Holder

Word Cards:	around	cold	followed	sleep	warm
	autumn	coming	grew	there	were
	back	cross	sky	they	why

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All summer, All winter, All day long, At night, Soon it was.* Have pupils underline a phrase they know and use it to begin a sentence.)

(Have the following word cards in card holder: *around, autumn, followed, there, they, were, why.* Have pupils take a card, read it, and use it in a sentence.)

Introducing new words and meanings (*cross, back, sleep, warm, sky*). (Have the following on board.)

Mother was very cross.

Come back here, Alice.

Alice went to sleep.

She was very warm.

She saw the sun in the sky.

One night when Mother thought Alice was safe in bed, Alice ran downstairs and began to play with Betsy Lee. Mother looked over the banister and saw her, and this is the way Mother felt. (Sentence 1.) Remember, this word begins like *cried*. (Indicate *cross*.) Think how Mother felt and you will know this word (add *cross* to holder) says—.

Of course Mother called—(sentence 2). Make this word rhyme with *Jack*, and you will get it. (Indicate *back*.) Then this card says—(Add *back* to holder.) It wasn't long before—(sentence 3). Remember, this word begins like *sled* (indicate *sleep*), and the name of these letters is—(indicate *ee*). Then this word is—(Add *sleep* to holder.) When Alice was snuggled up under the blankets—(sentence 4). Think how this word begins. (Indicate *warm*.) Think how you feel snuggled up in a blanket. The new word (add

warm to holder) is—. When Alice woke the next morning— (sentence 5). This word begins like *skate*. (Indicate *sky*.) It rhymes with *my*. It says—(Add *sky* to holder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 114. *Gathering information.* What has happened since the last time we saw the ducks?

Skimming. Skim the first paragraph for a new word. How many times do you see it? This part in the word *new* (write *new* and underline *ew*) says—. Your new word begins like *green* and rhymes with *new*. It says—(Add *grew* to card holder.)

Gathering information. Now read the first paragraph. How long did it take the ducks to get as big as this?

Skimming. Skim the second paragraph for another new word. Find a little word inside it. This card says—(Add *cold* to card holder.)

Gathering information. Finish the page. Find out about another farm animal and what he did to take care of himself.

Page 115. *Gathering information.* This word says—(Write *come*.) I will erase the *e* and add—(Add *ing*.) Then the word will say—. (Add *coming* to card holder.) Do the ducks know what snow is? Read the first paragraph to find out.

Exercising judgment; Drawing conclusions. Does Andrew like the snow? Can you tell from the picture?

Verifying conclusions. Now finish the page. Were we right about Andrew?

Page 116. *Gathering information.* Did the ducks follow Andrew like a parade? What did they do? Read the first paragraph and see. Did Andrew do what they wanted him to do? Read the second paragraph and see.

Exercising judgment; Drawing conclusions. Why do you think Andrew is looking into the dog house?

Verifying conclusions. Finish the page. Did you figure out the right reason?

Page 117. *Exercising judgment; Drawing conclusions.* What season do you think is shown in the illustration? Why?

Gathering information. Read the first paragraph. How did the ducks like winter, and what did they do?

Verifying conclusions. Finish the page. Were we right when we said spring had come?

Predicting outcomes. What do you think may happen now that the warm days are here again?

Oral Reading

Locating information. Find and read for me the paragraph which tells about the farm dog! The one which tells what happened in the summer! The one which tells that spring came! (Continue in similar way.)

Word Recognition Techniques

Associating short a sound with the letter a; integrating reading, writing, and spelling. Listen as I say *that, this, there*. In which word do you hear the sound—(give short sound of a)? Who could write the word *that*?

Dog, cat, puppy! In which word do you hear the sound—(give short a sound)? Can you write the word *cat* and prove that you are right? (Continue with *bat, drum, knife; thin, fat, short.*)

Vocabulary Enrichment and Extension

Word concepts. All summer the ducks—(Write *grew* in large letters.) What did they do when they grew? (got larger in size) The days grew colder. What did the days do? (became colder) Andrew grew very cross. What did Andrew do?

The ducks told Andrew to come back to the barn. They wanted him to return to the place where he had come from. (Write *back*.) Let's see in what other ways we can use the word *back*. You have a—(Indicate word *back*.) You ride on a pony's back. You can turn back to the first page in your book. Can you think of some other ways to use the word *back*?

Supplementary Activities

1. *Workbook for The New Round About*, pages 75, 76.
2. Independent reading.

A Home for Sandy, pages 24-28. (Give help with *kitchen*, page 26; *barked*, page 28.)

The Little White House, pages 41-46. (Give help with *cowboy* and *hat*, page 41.)

Through the Gate, pages 102-7. (Give help with *drum*, page 105; *horns*, page 106; *flags*, page 107.)

3. **Choral reading.** "When Blue Sky Smiles" from *Let's-Read-Together Poems*.

UNIT 27

The Ducks Fly Away (pages 118-21)

Materials Needed

Pocket Card Holder

Word Cards:	afraid	delighted	himself	south
	alone	egg(s)	many	them
	back	flew	north	There
	cross	from	some	well

Initial Procedure

(Before beginning this story, have pupils locate the directions south and north.)

Vocabulary review. (Have the following phrases on board: *But they could not find, Then one warm spring day, They were, We are coming, We are going, We will fly, Who are.* Have pupils underline a phrase they know and use it to begin a sentence.)

(Have the following word cards in card holder: *afraid, back, cross, delighted, from, himself, many, some, them, There.* Have pupils see how many steps up the word ladder they can read.)

Introducing new words and meanings (*alone, south, north, eggs, well*). (Have the following on board.)

Mr. Carl was all alone.

In winter wild ducks fly south.

In the spring they fly north.

We get eggs from ducks.

Well, well! Is that so?

One day Alice ran over to see Mr. Carl. There was no one with him. So—(sentence 1). Notice the little word on the beginning of your new word. (Underline *a* in *alone*.) Think how the next part begins. (Underline *l*.) Let the sentence help you. The new word (add *alone* to holder) is—.

She started to tell Mr. Carl what she knew about ducks. First she said—(sentence 2). The new word you worked out for yourselves is—(Add *south* to card holder.) Did you notice this part in *south*? (Write *south* and underline *ou*.) Next Alice said—(sentence 3). This word (add *north* to card holder) says—. Did you notice that *south* and *north* end alike?

Alice knew something we get from ducks. If you know, you can read the next sentence and the new word. (Add *eggs* to card holder.) Mr. Carl thought Alice was pretty smart. So he used a word (indicate *well*) which rhymes with—(write *sell*), and he said—(Sentence 5. Add *well* to card holder.)

Silent Reading

Contents page. Locating information. Yesterday we had many ideas of what might happen to the ducks in the warm spring days. Find the title of the new story. Which idea was the right one?

Exercising judgment; Drawing conclusions. When the ducks fly away, will Andrew go, too? Why not?

Page 118. Exercising judgment; Drawing conclusions. Where did all these ducks come from? Are they wild or tame? Where may they be going?

Verifying conclusions. Read the first paragraph. Were we right about the ducks and where they came from? Finish the page. Were we right about where they were going?

Page 119. Skimming. I see a new word which begins like *fly* and rhymes with *new*. Can you find it? How many times? It says—(Add *flew* to card holder.)

Verifying conclusions. Were we right about the ducks? Read two paragraphs and see. Were we right when we said that Andrew would not go? Finish the page and see.

Page 120. Gathering information. Will all this looking do any good? Read the first paragraph and see. Read the second paragraph. How did Andrew feel about the ducks going away? Finish the page. Find out a most interesting thing about Martha.

Page 121. Specific detail. Read the first paragraph. Find the word which tells exactly how Martha felt when she saw Andrew. Read the second paragraph. Find the word which tells exactly how Andrew felt. Finish the page. Find exactly what the farmer's wife was going to sell at the market.

Oral Reading

Audience reading. (Assign the three duck stories to a group of ten and to two groups of four, respectively. Have each group prepare to read the story assigned.)

Word Recognition Techniques

Phonetic parts. Read the word I write (write *moo*), draw a line under the part you hear and see in the word, and then tell me what the part says. (Repeat with *soon*, *rooster*, *out*, *South*, *flew*, *grew*, *new*, *show*, *followed*, *snow*.)

Associating short sound of a with letter a; Integrating reading, writing, and spelling. Remember, this letter (write *a*) is a vowel, and sometimes it has the sound—(Give short *a* sound.) Listen as I say *boat*, *truck*, *wagon*. In which word did you hear the sound—(give short *a* sound)? Let's prove that you are right. (Write *wagon* and direct attention to *a*. Continue with *apple*, *pear*, *cherry*; *candle*, *birthday*, *picnic*.)

Could you use this vowel (indicate *a*) and write *at*? (Continue with *can*, *cap*, *fat*, *flat*, *man*, *pan*.)

Vocabulary Enrichment and Extension

Word concepts. When Alice told Mr. Carl all she knew about wild ducks, he said—(Write *well* in large letters.) What do you think he meant by "*Well, well*"? ("I'm surprised" or "Is that really so?") Let's think of some other ways in which we can use the word *well*. "Are you well?" means are you—(healthy). When we talk about well water, what do we mean? When you do something well, how do you do it?

Supplementary Activities

1. *Workbook for The New Round About*, pages 78, 79, 80.
2. Independent reading.

A Home for Sandy, pages 29-34. (Give help with *hungry*, page 31; *began*, page 33.)

Fun with Dick and Jane, pages 130-34. (Give help with *our*, page 130; *children*, page 131; *under*, page 133.)

The Little White House, pages 47-51. (Give help with *airport*, page 47; *zoom*, page 50.)

Through the Gate, pages 108-11. (Give help with *toot* and *boom*, page 108; *march*, page 109.)

3. Textfilm. See Textfilm manual.

UNIT 28

The Pool in the Woods (pages 122-23)

Winter Is Coming (pages 124-25)

Materials Needed

Pocket Card Holder

Word Cards: bad know really sit woods
 frog pool sat turtle

Initial Procedure

(Before beginning this story, be sure the group has a background of experience and information about frogs. Have real frogs and tadpoles in room if possible. One excellent source of information to be read to pupils is *Toads and Frogs* by Bertha Morris Parker, published by Row, Peterson and Company; 36 pages.)

Introducing new words and meanings (*really, know, bad, pool, woods*). (Have the following on board.)

I really do not know.

But from what I hear,

It is a cold day

And a bad day

And a good day to sleep.

When Mother does not want Jerry to do something, she says— (Write *No.*) You have learned to read. You *know* how to read. That word *know* looks like this. (Write *know.*) Both words say *no*, but they look very different. You have to use your heads and your brains to learn to read. I hope that you will use them also to remember that this word (add *know* to card holder) says—. If I begin like this (write *kn*), you will tell me to finish the word—.

It was a cold stormy day in winter. Alice and Jerry came in with red noses and tingling ears. Father was in his easy chair

before the fire, getting ready for a nap. Of course they had to tell him how cold it was.

Just then Mother came in and said, "I wonder how cold it really (underline *really* in sentence 1) is." Father said—(sentence 1). Then this word (add *really* to card holder) says—. Then Father went on to say—(lines 2-3). If you can make this word (indicate *bad*) rhyme with *had*, you can read the last two lines and finish what Father said. This word which tells about the day is—(Add *bad* to card holder. Read the five lines yourself to set the pattern for the rhythm; then have them reread by pupils several times.)

Before you can read the title of the new story, you will need to know two words. You remember that in the word—(write *soon*) this part (underline *oo*) says—. Use this part to help you get this new word. (Add *pool* to card holder.) What is a pool? Where do you often see pools? How is a pool in the grass or woods different from a swimming pool?

This word says—(Write *good*.) Notice this time these two letters (underline *oo*) say—(give short double *o* sound). Can you make this word rhyme with *good*? (Write *wood*.) If I add—(add *s* to word *wood*), the word will say—. The pool we will read about is in the—(Indicate *woods*. Add *woods* to holder.)

Silent Reading

Contents page. *Locating information; Drawing conclusions.* Read once again the title of this part or section of our book. Since we have read about the ducks, what do you think the next story will be about? We will read two stories this morning. Locate and be ready to read aloud the two new titles.

Page 122. *Exercising judgment; Drawing conclusions.* What season of the year is it? How do you know?

Skimming. The illustration leads me to believe that we may read something about what animal? Skim both pages. Can you find the word *turtle*? What is the turtle's full name? Glance quickly at the illustration. Can you see any other animal? How many times can you find the word *frog*? (Add *turtle* and *frog* to card holder.)

Gathering information. Read all of page 122. Find at least one thing which the illustration did not tell.

Associational reading. Would you have enjoyed seeing the Blue Pool? Why?

Page 123. *Gathering information.* You will need this new word to read this page. Since it has a little word inside it to help you, you will have no trouble. (Add *sat* to card holder.) Now read the page. Find out why Mr. Turtle crawled out of the water and what he saw on the bank.

Page 124. *Gathering information.* The little word inside the big word will help you get this word also. (Add *sit* to holder.) Read the first paragraph. Mr. Turtle gives Little Frog some news. What is the news? Little Frog reminds me of the baby ducks. Finish the page and find out why.

Page 125. *Gathering information.* To read this page successfully, you will need to remember this word. (Write *time*.) Now read seven lines. Can Mr. Turtle answer Little Frog's question? Read two more lines. Is Little Frog satisfied with the answer? Finish the page. What does Mr. Turtle tell Little Frog to do? Have you any idea what Mr. Turtle is going to say? Maybe we will find out tomorrow.

Oral Reading

Fluency and expression. I am sure each of you has a favorite page in these two stories. Suppose we take a moment or two to get that page ready to read aloud. Remember to talk as you think Mr. Turtle and Little Frog talked.

Word Recognition Techniques

Phonetic parts; Integrating reading, writing, and spelling. Will you read this word? (Write *moo*.) Will you underline the part you can hear and see in the word and tell me what the part says? Now could someone write *soon*? (Continue with *moon*, *noon*, *pool*, *cool*, *tool*.)

Don't forget that in this word (write *good*) this part (underline *oo*) says—(Give sound of short double *o*.) Could someone write *wood*? (Continue with *hood*, *look*, *cook*, *foot*.)

Associating final word sounds with the letters which represent them. If I write the word *south*, all but the last two letters, who will finish it for me? (Continue with *north*, *mouth*, *catch*, *much*, *church*, *splash*, *dish*, *wash*.)

Here are three new words. (Write *pail*, *pain*, *mail*.) Which word says *pail*? How do you know? Which word says *pain*? I

have a pain in my head. Which word says *mail*? (Continue with *thin, thick, pick*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 81, 82, 83, 84.
2. Independent reading.
A Home for Sandy, pages 35-40. (Give help with *keep*, page 36.)
Fun with Dick and Jane, pages 118-21. (Give help with *friends*, page 118.)
The Little White House, pages 52-54. (Give help with *Uncle*, page 53.)
Through the Gate, pages 119-23. (Give help with *park* and *cookies*, page 119; *four*, page 122; *children*, page 123.)
Up the Street and Down, pages 92-100. (Give help with *school*, page 92; *pie*, page 97.)

UNIT 29

Little Frog (pages 126-27)

Grandfather Frog (pages 128-30)

Materials Needed

Pocket Card Holder

Word Cards

alone	before	know	many	right	tail
asked	grew	legs	really	tadpole	until

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All at once; Days went by, and; In the early days of spring; You were not*. Have pupils underline a phrase they know and use it to begin a sentence.)

When the ducks flew away, Andrew was all—(Add *alone* to card holder. As you talk, continue to add the words that are in parenthesis.) All summer long the ducks—(*grew*). Fifty pages

are a great—(*many*). When you learn something, you—(*know*) it. One of your hands is your—(*right*) hand. When you know something true, you know something which is—(*really*) so.

Introducing new words and meanings (*asked, until, before, wisest*). (Have the following on board.)

So she asked Mother.

I will stay until five.

Come home before then.

He is the wisest man in town.

Alice wanted to go to see Mr. Carl. But she knew she had to ask Mother. (Sentence 1.) Then you know that this word (add *asked* to card holder) says—.

“Don’t stay too long,” said Mother. Then Alice said—(sentence 2). Jump over the new word and let the sense of the sentence help you. The new word is—(Add *until* to card holder.) Mother thought that was too long. So she said—(sentence 3). If you think how the new word begins and what Mother would say, you will know that the word says—(Add *before*.)

When you are a very smart person, you are—(Write *wise*.) Think how the word begins. Remember, the name of the next letter is *i*. If you are smart, you are wi____. And if you know more than anyone else, you are the—(Add *st* to *wise*. Wait for suggestion *wisest*.) Now read the last sentence and tell us what Alice thought about Mr. Carl.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 126. *Picture interpretation; Identifying specific details; Gathering information.* (Have pupils identify the frog eggs on page 127, the tadpoles, the tadpoles with signs of back legs growing, and the evidences of the disappearing tail. Review once again the life cycle of a frog.)

Skimming. *Tadpole* is a long word. How wise are you? Can you find it on page 126? How many times? On page 127? How many times? Skim page 126 for the word *egg*. For the word *eggs*! Think how *tail* begins. How many times can you find it on both pages? Think how *legs* begins. How many times can you find that word on page 127? Now what do these word cards say? (Add *tadpole, tail, and legs* to card holder.)

Gathering information. Now read all of page 126. Take your time. Think as you read. Find out what happened in the early days of spring.

Page 127. *Gathering information.* Think as you read this page. Be ready to tell exactly what happened to the tadpole.

Exercising judgment; Drawing conclusions. Does the story on these two pages give us the same information as the picture? Prove that it does by pointing to things in the picture.

Page 128. *Gathering information.* Read the first paragraph. Find out something very important about Grandfather Frog. If he is so wise, Little Frog thinks he should be able to do something. What is that? Finish the page and see.

Page 129. *Gathering information.* Is Grandfather Frog wise enough to know what winter is? Read three paragraphs and find out. Little Frog has a plan. Finish the page and find out what it is.

Page 130. *Gathering information.* Whom did Little Frog see next? Read the first paragraph and find out. Did he tell the other little frog of his plan? Finish the page and see.

Oral Reading

Locating information. Find and read for me the sentence which tells that Little Frog was once an egg. Was he the only egg in Blue Pool? Read the sentence which tells. Read the sentence which tells what he was when the egg hatched. (Continue in similar way.)

Word Recognition Techniques

Associating initial consonant sounds and blends with the letters which represent them. Watch as I write the word—(Write *sled*; then erase the word and the blend.) Show me how *sled* begins, and I will finish the word for you. *Sleep, seat!* Which word begins like *sled*? Show me how *sleep* begins, and I will finish the word. Show me how *seat* begins, and I will finish that also. (Continue with *side, slide, sat, slat.*)

Associating short sound of a with letter a. Remember that this letter is a vowel (write *a*), and sometimes it has the sound—(Give short *a* sound.) Listen as I say *side, front, back*. In which word did you hear the sound—(“ă”)? Let’s prove that you are right. (Write *back* and direct attention to vowel *a*. Continue with *slow, bad, good; band, music, drum.*)

Vocabulary Enrichment and Extension

Synonyms. Another word for *frightened* is—(*afraid*). For *beautiful*! (*lovely, pretty*) For a *forest*! (*woods*) For *cross*! (*angry*) For *really*! (*truly*) For *wisest*! (*smartest*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 85, 86, 87, 88.
2. Independent reading.
A Home for Sandy, pages 42-48. (Give help with *after*, page 43; *yard*, page 44.)
The Little White House, pages 56-58. (Give help with *postman*, page 57.)
Through the Gate, pages 124-27. (Give help with *hungry*, page 124; *cents* and *popcorn*, page 125.)
Up the Street and Down, pages 101-5. (Give help with *us*, page 102.)
3. Choral reading. "Moral Song" from *Let's-Read-Together Poems*.

UNIT 30

Going South (pages 131-33)

Materials Needed

Pocket Card Holder

Word Cards: asked must really warm
 know over tomorrow wisest

Initial Procedure

Vocabulary review. (Have the following phrases on board: *Did you know; Everyone said; If you stay here; Some birds saw; That is why; Why are you going.* Have pupils draw a line under a phrase they know and use it to begin a sentence.)

Alice never went away from home unless she—(Add *asked* to card holder. As you talk, continue to add each word that is in parenthesis.) When you do a thing again, you do it—(*over*). When you have learned something, you—(*know*) it. The day after

today is—(*tomorrow*). The smartest man in town is the—(*wisest*). Summer days are—(*warm*). “Truly” is another way to say—(*really*). Who can read all seven cards?

Silent Reading

Contents page. *Locating information; Drawing conclusions.* As soon as you have read the title of the new story, ask yourself two questions. Where do frogs go in the winter? Then to whom do you think the title of the story refers?

Page 131. *Picture clues.* Do you know one kind of bird which lives around pools in the woods?

Gathering information. Did Little Frog grow tired of asking the same old question? Was there someone in the pool wiser than Grandfather Frog? Read two paragraphs and find out. Now finish the page. What kind of day is it when our story begins?

Page 132. *Exercising judgment; Drawing conclusions.* In what direction do you think these birds are flying? Why?

Specific detail. Read two paragraphs. Find out exactly when these birds are going south.

Gathering information. Now finish the page. You will find a new word. It rhymes with—(Write *just*.) You can get it. Find out what question Little Frog asks and how the bird answers him. The word that rhymes with *just* is—(Add *must* to card holder.)

Page 133. *Gathering information.* Does Little Frog ask his same question? Does the bird answer it in exactly the same way? Read eight lines and see. Then what do you think winter in the South must be like? Check your thinking with the next sentence. Finish the page. What does Little Frog expect to become?

Oral Reading

Paragraph reading. (Have each page read by paragraphs.)

Word Recognition Techniques

Phonetic parts. You remember that in the word—(write *show*) this part (underline *ow*) says—. Then what do these words say? (Write *window, snow, tomorrow, followed, know*.) Can you use this part and help yourselves get these words? (Write *bow, low, row, fellow*.)

Sometimes this same part has another sound. What does it say in—? (Write *down* and underline *ow*.) Then what do these words

say? (Write *brown, bow-wow, now, cow, how, town, flowers.*) Can you use this part to help you get these words? (Write *tower, crown, plow.*)

Vocabulary Enrichment and Extension

Descriptive phrases. (Write the following phrases on board: *All at once; By and by; Day in and day out; again and again; Before long; Once upon a time.*) Draw a line under the phrase which means the same as "over and over" and read the phrase for me. The one which means "suddenly"! "After a while"! "Every day"! "Soon"! The one we use to begin a story!

Supplementary Activities

1. *Workbook for The New Round About*, pages 89, 90.
(Identify each picture on page 90 before pupils begin work.)
2. **Independent reading.**
A Home for Sandy, pages 49-50. (Give help with *kitty*, page 49; *take* and *our*, page 50.)
Fun with Dick and Jane, pages 140-46.
The Little White House, pages 59-64. (Give help with *seven*, page 64.)
Through the Gate, pages 128-33. (Give help with *let*, page 131.)
Up the Street and Down, pages 106-10. (Give help with *take*, page 107.)
3. **Choral reading.** "Cover" from *Let's-Read-Together Poems*.

UNIT 31

The Long, Long Nap (pages 134-38)

Materials Needed

Pocket Card Holder

Word Cards: afraid cried know really thought
 alone grew nap sleepy Where

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All but one, Every time, How everyone laughed, I must have, If*

you stay too long, No one could see, Not one thing, The wisest of all, There were no. Have pupils underline a phrase that they can read and use it to begin a sentence.)

When there is no one with you, you are—(Add *alone* to card holder. As you talk, continue to add each word that is in parenthesis.) When you are frightened, you are—(*afraid*). You ought to remember this word because the little word *ought* is inside it (*thought*). All summer the ducks—(*grew*). Another word for “called” is—(*cried*). Another word for “truly” is—(*really*). To learn something is to—(*know*).

Introducing new words and meanings. Of course you know this question word. (Write *What*.) Read it and use it in a sentence. Today we will have another question word. One day Mother could not find Jerry. So she said to Alice—(Write *Where is Jerry?*) Think how the new question word begins. Think what Mother would say. The new question word is—(Add *Where* to holder.)

Every afternoon—(Write *Mother took a nap*.) Think how this word (indicate *nap*) begins. Make it rhyme with *cap*. The new word is—(Add *nap* to holder.) What is a nap?

Mother took a nap because—(Write *She was sleepy*.) This new word (indicate *sleepy*) won't bother you at all, because in it you can see the little word—(Underline *sleep*.) And you know this ending. (Indicate *y*.) So this card says—(Add *sleepy* to holder.)

Silent Reading

Contents page. *Locating information; Predicting outcomes.* You told me that a nap was a little sleep. Locate the title of the new story. What kind of nap does the title tell about? Who do you think took that long, long nap?

Page 134. *Exercising judgment; Drawing conclusions.* Can you find the top of the Blue Pool in the illustration? Then where do you think these plants are growing? Which frog do you think this is in the picture? Where is he going and why?

Gathering information. Read the first paragraph. Find out what happens in the woods. Read the second paragraph. What happens in the pool? Finish the page. Does Little Frog carry out his plan?

Page 135. *Gathering information; Associational reading.* Read the first two paragraphs. How does Little Frog feel and why? Would you have felt the same way? Finish the page. What does

Little Frog decide to do? Would you have done the same thing?

Predicting outcomes. Think of the title of the story. What may happen now?

Page 136. *Exercising judgment; Drawing conclusions.* What season of the year is this? How do you know? (Have jack-in-the-pulpits identified on page 137.) Which frog is this that has forgotten to wake up and is just coming up to the surface of the water? What may happen when he gets there?

Gathering information. Read two paragraphs. What happened after Little Frog's nap started? Finish the page. What did Little Frog think to himself when he woke up?

Page 137. *Gathering information.* Read the entire page. Be ready to tell everything that happened when Little Frog got to the top of the pool. What did the story tell you which the illustration did not tell? Were we good thinkers?

Page 138. *Skimming.* Skim the first paragraph. Find the question words. What do they say?

Gathering information. Will everyone in the pool think he has a good joke on Little Frog? Read two paragraphs and see.

Associational reading. Would you have felt as Little Frog felt?

Gathering information. I wonder if anyone feels sorry for Little Frog. Read two more paragraphs and see. Can Little Frog take a joke and not get cross about it? Finish the page and see.

Associational reading. Would you have done what Little Frog did? Is this a good way to act when the joke is on you?

Page 139. *Gathering information.* Of course you can read the title of the next story. Let's see how many things we can figure out from the picture. What kind of coats do baby deer have? Can you think of any reason why a spotted coat is a good thing? What does Little Deer seem to be doing in the picture? What do some deer have on their heads? Why doesn't Little Deer have antlers?

Oral Reading

Audience reading. (Divide the group into six smaller groups. Assign one of the Little Frog stories to each group.)

Word Recognition Techniques

Activities to develop visual acuity. When a camera clicks, it takes a whole picture with one click. Are your eyes as sharp as

a camera's? I will write a word and then erase it as quickly as I can. See if you can tell what the word said. (Use *what, that, Where, there, then, them, nap, cap, of, if, brown, town, good, wood.*)

Associating short a sound with the letter a; Integrating reading, writing, and spelling. Listen as I say *trap, mouse, hole*. In which word do you hear this vowel sound? (Write *a* and give the short *a* sound.) Let's prove that you are right. Who could show us how *trap* begins? Who could finish the word and use this vowel? (Indicate *a*.) (Use the same procedure with *hop, clap, step; road, sign, map.*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 91, 92, 93.
2. Independent reading.
A Home for Sandy, pages 52-55. (Give help with *cookies* and *milk*, page 54; *porch*, page 55.)
The Little White House, pages 65-70. (Give help with *children*, page 69.)
Through the Gate, pages 135-39. (Give help with *looking*, page 135; *dress*, page 136.)
Up the Street and Down, pages 111-21. (Give help with *wind*, page 111; *after*, page 114; *hat*, page 117.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the informal tests on pages 94 and 95 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils in average groups should make a score of at least 8 on the auditory-and-visual perception test, a score of at least 9 on the vocabulary test.

UNIT 32

Mother Deer and Her Baby (pages 140-44)

Materials Needed

Pocket Card Holder

Word Cards: As grow hurt other spots When

Initial Procedure

Vocabulary review. (Have the following phrases on the board: *Once upon a time; Far away in the green woods; For many, many days; Every night; You must hide; The day before; They make you look.*) If we are to enjoy the story, it is very important to start our sentences on the right track. Draw a line under a phrase you know, read it, and then use it to begin a sentence.

Introducing new words and meanings. (Have the following sentences on board.)

There were red spots all over him.

When may I go out to play
with the other boys?

As soon as you are well!

But he did not hurt him.

Jack started to grow sleepy.

One day Jack stopped playing and ran into the house. He did not feel like playing. Mother looked at him and—(Indicate sentence 1.) This new word (indicate *spots*) begins like *spin* or *spill*. Think how it begins; then jump over it and let the sense of the sentence help you. The new word is—(Add *spots* to card holder.)

Of course Mother sent for the doctor. The first question Jack asked him was—(Indicate sentence 2.) Here is a new question word. (Indicate *When*.) You know how it begins. Make the word rhyme with *then*; *then-wh*——! There is another new word, also. I will tell you what it says if I must. But I hope the sense of the sentence will do the work for me. Who can read the sentence? Who knows these two new words? (Add *When* and *other* to card holder.)

The doctor said—(Indicate sentence 3.) If you hop over these words (indicate *As-as*), I am sure the sense of the sentence will help you get them. Who is ready? The new word is—(Add *As* to card holder.) The doctor looked Jack all over. (Indicate sentence 4.) You know how this word begins (indicate *hurt*), but you do not know that this part (underline *ur*) says—(give sound). Now you can get the word. It says—(Add *hurt* to card holder.) Who is ready with the sentence? The doctor went away, and afterward—(Indicate sentence 5.) This word (indicate *grow*) begins like—, and this part (underline *ow*) says what it says in *show*. The new word (add *grow* to card holder) says—.

Review of Word Recognition Techniques

Since we are about to begin a new unit or section of the book, we need to think again what we do when we come to words we do not know. (1. Think how the word begins. 2. Jump over it and read the rest of the sentence. 3. Look for a picture clue. 4. Look for a part you know in the word. 5. Look for a little word in the big word. 6. Think how the word ends.) If you see only one vowel in the word and that vowel is *a*, think what the sound of short *a* is.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 140. *Picture interpretation; Drawing conclusions; Looking for specific details.* Can you tell from the picture where these deer have their home? What plants grow around the pool? What trees?

Gathering information; Exercising judgment and drawing conclusions. Read the page. Find out all you can about Mother Deer and her baby. Now check with the picture. Did the story tell you anything which the picture did not tell?

Page 141. *Gathering information.* There is one piece of information in the first paragraph which the picture does not tell. Can you find what I mean? (tail) Now read the second paragraph. What other information about the deer is given?

Page 142. *Gathering information.* Read the first paragraph. What question does Little Deer ask? Read the second paragraph and see how Mother Deer answers him. What is Little Deer's next question? How does Mother Deer answer that? Finish the page and see.

Associational reading. If you were Little Deer, what would you do from this time on?

Page 143. *Reading to verify conclusions.* Read the first paragraph and check your thinking. Were you right in what you thought Little Deer might do? Would you have felt as he did?

Gathering information. Finish the page. Find out what Mother Duck is doing and what questions she asks.

Page 144. *Gathering information.* How does Little Deer answer the duck's questions? Now read the second paragraph very carefully. Be ready to prove that spots are good for a baby deer.

Page 145. *Exercising judgment and drawing conclusions.* Read the title of the next story. What does the title make you think may happen? But has Little Deer lost his spots yet? Then how does it happen that he sees the big new world?

Oral Reading

Paragraph reading. If each person is to read one paragraph, how many people must I choose to read page 140? (Continue in similar way, and have story read aloud by paragraphs.)

Word Recognition Techniques

Associating short *a* sound with the vowel *a*; Integrating reading, writing, and spelling. The name of this letter or vowel is (write *a*) and its short sound is—. Listen as I say *soft, seed, sad*. In which word do you hear the short *a* sound? (Give sound.) Could someone write *sad* and use this vowel? (Indicate *a*. Repeat with *mud, mad, meet; hat, hug, hot*.) In each of the words you wrote there is one vowel. (Underline *a* in each word.)

Introducing long *a* sound. I told you that vowels have different sounds. Sometimes *a* has its long or name sound. Then it says—(Give long *a* sound.) Almost always when it has its long sound, there is another vowel in the word, also. Many times the other vowel is—(Write *e* and say the letter name.) The second vowel, the *e*, comes on the end of the word, and it is silent. That means that you cannot hear the second vowel, the *e*, when you say the word. Look carefully at this word. (Write *came*.) You see two vowels in the word. (Underline *a* and *e*.) Listen as you say the word with me. Do you hear the long or name sound of this vowel? (Indicate *a*.) This vowel is silent. (Indicate *e*.) You cannot hear it as you say the word. But it is on the end of the word just the same. It is there to tell you that this vowel (indicate *a*) has its name sound, its long sound. Let's see if this is true in another word. (Repeat procedure with *name, gate, ate, gave*.)

Vocabulary Enrichment and Extension

Descriptive phrase. Who will read this phrase? (Write *in the woods*.) Let's see if we can make this phrase grow up. In our story today it says—(Write *in the green woods*.) That word *green* makes me know that it is summertime in the woods when

the trees and the grass are very green. Could you add a word to this phrase (indicate *in the woods*) and make me see some autumn woods? Some snowy woods? Some woods that are quiet and still? Some woods where the trees are all pine trees?

Supplementary Activities

1. *Workbook for The New Round About*, pages 96, 97, 98, 99.
2. Independent reading.
A Home for Sandy, pages 56-59. (Give help with *drank*, page 58.)
Fun with Dick and Jane, pages 82-89.
Through the Gate, pages 140-44. (Give help with *mouse*, page 143; *us*, page 144.)

UNIT 33

The Big New World (pages 145-48)

Materials Needed

Pocket Card Holder

Word Cards:	afraid	as	delighted	other	warm
	alone	autumn	followed	spots	
	around	before	lovely	until	

Initial Procedure

Vocabulary review. When you are all by yourself, you are—(Add *alone* to card holder and continue to add each word that is in parenthesis.) When you are very happy, you are—(*delighted*). Alice told Jip to go home, but he—(*followed*) her. When you are frightened, you are—(*afraid*). The season after summer is—(*autumn*), but some days are—(*warm*) and—(*lovely*). When May went to see Alice, Mother said, “You may stay—(*until*) five o’clock.” May said, “I will come home—(*before*) that.” May weighs forty pounds. So does Alice. May weighs—(*as*) much

as Alice. Jerry wanted to play with the—(*other*) boys. So he looked—(*around*) to find them. When you have a new dress, you are careful not to get—(*spots*) on it.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 145. *Verifying conclusions.* Remember how we explained the fact that Little Deer seems to be going out to see the big new world before his spots go away? Read the title and the first paragraph. Were we right?

Gathering information; Associational reading. Finish the page. What did Little Deer see, and how did he like the big new world? Would you have felt that way?

Page 146. *Gathering information; Verifying conclusions.* The picture gives away a secret. It makes me believe that the deer went to—. Read and see if that is right. Little Deer is going to see something at Blue Barns that you didn't see when you read the story. Find out what that is. (*goats*)

Page 147. *Gathering information; Exercising judgment; Associational reading.* Read two paragraphs. Find out two things. What happened when Little Deer's walk was over? Was this the only walk he took?

Now think for a moment. Why did Little Deer forget to look at his spots? Do you sometimes forget about your new clothes when you are having an extra good time?

Gathering information. Finish the page. Find out what happens as Little Deer walks day after day.

Page 148. *Picture interpretation; Exercising judgment and drawing conclusions.* Have you made two important discoveries? What does the fact that Mother Deer is not here mean? What does the fact that Little Deer's spots are gone mean? Then what is he doing in the picture? (*walking alone*)

Gathering information. Now read the whole page. How do baby deer get their new coats? Do their spots disappear all of a sudden? Be ready to read the sentence which tells.

Page 149. *Picture interpretation; Specific details.* How is this deer different from Little Deer? Which deer has antlers, a father or a mother deer? Whose father do you think this is?

Skimming. If your eyes are sharp, you can find the word *antlers*

in the title. Who is ready to read the title? On what part of the deer do the antlers grow? You know how *head* begins. How many times can you find the word *head*?

Oral Reading

Paragraph reading. (Have the story reread by paragraphs.)

Word Recognition Techniques

Little words in big words. You remember that this word (write *thought*) says—, and the word you see inside says—(underline *ought*). Let the word *ought* help you get this word. (Write *bought*; then continue with *brought*, *fought*.)

Jerry liked to play with the—(write *other*) boys. Did you know that the word (indicate *other*) is right inside this word? (Write *Mother*.) Who can draw a line under *other* in *Mother*? Let *other* help you get—(Write *brother*.)

Associating the long and short sounds of a with the letter a; Integrating reading, writing, and spelling. This letter is a vowel (write *a*) and its name is—. Its short sound is—, and its long or name sound is—.

Who could use this vowel (indicate *a*) and write *bat*? (Continue with *hat*, *sat*, etc.)

Look carefully at this word. (Write *make*.) Remember, this letter (indicate *e*) is also a vowel. Then how many vowels are in this word? Say the word. Do you hear the long or name sound of this vowel? (Indicate *a*.) Do you notice that this vowel (indicate *e*) is silent? It is on the end of the word to make us know that the first vowel *a* has its name or long sound. (Repeat with *name*.) Now is there anyone who can write the word *came*?

Vocabulary Enrichment and Extension

Descriptive phrases. Do you remember the phrase which told how Little Deer's new coat came? (Write *Little by little*.) How do things happen when they happen "little by little"? What is another way of saying "suddenly"? (*all at once*) "Once in a while"! (*now and then*) "Every day"! (*day in and day out*) "After a while"! (*by and by*) What is a good way to start a story? (*once upon a time*)

Supplementary Activities

1. *Workbook for The New Round About*, pages 100, 101, 102.
2. Independent reading.
A Home for Sandy, pages 60-62.
The Little White House, pages 71-78. (Give help with *black*, page 77; *take*, page 78.)
Through the Gate, pages 145-50. (Give help with *shelf*, page 145; *books*, page 149.)
Up the Street and Down, pages 122-26. (Give help with *under*, page 124.)

UNIT 34

A Deer with Antlers (pages 149-53)

Materials Needed

Pocket Card Holder

Word Cards: When Where Who Why

Initial Procedure

Vocabulary review. (Have the following phrases on board: *One cold winter day*, *All at once*, *All winter long*, *The birds were coming*, *Before long*, *One warm spring day*, *If you had*. Have phrases underlined, read, and used to begin sentences.)

Here are several question words about which we must be very careful. The one which rhymes with *there* is—(*Where*). The one which rhymes with *then* is—(*When*). The one which rhymes with *my* is—(*Why*). The one you hear in the question, “Who are you” is—(*Who*).

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 149. *Gathering information; Exercising judgment and drawing conclusions.* Read the page; then decide whether you

think Little Deer has ever before seen a deer with antlers. Be ready to read a sentence which proves what you think.

Page 150. *Picture interpretation; Drawing conclusions.* How do you think Little Deer feels in the picture? Why?

Verifying conclusions. Now read the first paragraph to check your thinking.

Gathering information. Little Deer has a queer idea. Finish the page and see what it is.

Page 151. *Gathering information.* Mother Deer has a wonderful piece of news for Little Deer. Read the whole page and find out what it is.

Associational reading; Predicting outcomes. If you were a deer who was soon to have antlers, what would you do from this time on? Let's see if Little Deer is like you.

Page 152. *Gathering information; Exercising judgment.* Do Little Deer's antlers grow before winter is over? Read three paragraphs and see. Little Deer thinks up a plan. Finish the page and find out what his plan is. Do you think his plan will work? Why not?

Page 153. *Gathering information.* Is the rabbit able to help him? Read the paragraph and see. Will Mr. Turtle help? Finish the page and find out.

Predicting outcomes. How did Little Deer's new coat come? What was he doing while his spots were disappearing? What might be happening while he is around looking for his antlers?

Oral Reading

Organization. (Have the following sentences on board. Proceed as in similar units.)

- _____ Little Deer sees a father deer.
- _____ Little Deer talks to the rabbit and Mr. Turtle.
- _____ Mother Deer talks about antlers.
- _____ Little Deer starts out to find his antlers.
- _____ Little Deer runs home to his mother.

Word Recognition Techniques

Associating initial consonant blends with the letters which represent them. It takes two letters to begin the word *spot*. (Write *spot*; then *sp*; then erase the word and the blend.) Listen

as I say *spin-sin*. Which word begins like *spot*? Show me how *spin* begins, and I will finish the word for you. (Continue with *spare, sleep, snow, store*.)

Associating the long and short sounds of the vowel *a* with the letter *a*; Integrating reading, writing, and spelling. Of course you know this word. (Write *bad*.) How many vowels are in the word? Draw a line under the vowel. In this word does it have its short or long sound? What is the short sound of *a*? What vowel do you hear in the word *cat*? Can you write the word *cab*? How many vowels will you use?

How many vowels do you see in this word? (Write *name*.) Underline the vowels. What sound does this vowel have? (Indicate *a*.) Where in the word is the second vowel? Remember the second vowel is silent. What does that mean? Could someone write the word *game*? (Repeat with *mad, made; can, cane*.)

Vocabulary Enrichment and Extension

Word concepts. Father Deer had antlers on his—(Write *head*.) I know other ways to use the word *head*. I went into the garden for a—(head) of lettuce. Miss _____ is the principal of this building. She is the head of our school. What does that mean? When you are hammering a nail, what part of the nail do you try to hit? The head of course! What do you mean by the head of a drum? Remember, *head* is one of the words we must think about.

Supplementary Activities

1. *Workbook for The New Round About*, pages 104, 105.
2. Independent reading.
 - A Home for Sandy*, pages 64-68. (Give help with *balloons, has, four*, page 64.)
 - The Little White House*, pages 79-88. (Give help with *us*, page 80; *Aunt*, page 81; *conductor*, page 83.)
 - Through the Gate*, pages 151-57. (Give help with *soldier*, page 151.)
 - Up the Street*, pages 128-33. (Give help with *candy*, page 128; *has*, page 132.)

UNIT 35

A Deer with Antlers (*cont.*, pages 154-58)

Materials Needed

Pocket Card Holder

Word Cards: as followed grow must wisest
asked grew lovely them

Initial Procedure

Vocabulary review. (Have the following phrases on board: *Are they; Do you know where; When you grow to be; Well, Little Deer; Why am I; All the other ducks; How delighted; Every winter; From that time on; He grew until; No other deer had.* Use as in previous units.)

The person who knows the most is the—(Add *wisest* to card holder and continue to add each word that is in parenthesis.) Bobby is—(*as*) tall as Billy. Instead of saying, "I see Alice and Jerry," I might say, "I see—(*them*)."
If Mother tells you to do something, you—(*must*) do it. When Jip walked behind Alice, he—(*followed*) her. The color of Little Deer's coat was—(*lovely*). When Alice wanted to find out about something, she—(*asked*). The two partner words are—(*grew-grow*).

Silent Reading

Page 154. *Gathering information.* Little Deer seems to be talking to the bird. Read the whole page. Will the bird help him find his antlers?

Page 155. *Gathering information.* Read this page very carefully. Grandfather Frog explains something to Little Deer. Be ready to tell what he explains and how he does it.

Page 156. *Picture interpretation; Specific details.* People with sharp eyes have discovered something. (antlers) Where were these baby ducks the last time we heard about them? If you don't know, turn back to page 143.

Gathering information. How did Little Deer happen to find his mother and the ducks? Read three paragraphs and find out. Now finish the page. Find out where Mother Deer wants him to go. Figure out why she wants him to go there.

Page 157. *Gathering information; Exercising judgment and drawing conclusions.* Read and find out what happened when they got to the pool. Was this a good idea of Mother Deer's?

Predicting outcomes. What do you think may happen in the days to come? Turn and check your thinking.

Page 158. *Picture interpretation; Drawing inferences.* Who do you think this is? What season of the year is it?

Gathering information. Read the first two paragraphs, and you will find out some very interesting information about deer. The new word in the second paragraph won't bother you at all. (*off*) Little Deer's antlers fell—(Write *off*.)

Exercising judgment. I think it must be early in the winter in the picture. Why do I think that? (Supplement text by explanation of what is meant by "horns in velvet." Have pupils notice on page 157 that Little Deer has horns in velvet.)

Now finish the page. Find out the most interesting thing of all about Little Deer. (Explain the term "Monarch of the Woods.")

Page 159. *Drawing conclusions.* One look at the title and the picture, and I am sure one of the stories in the next part of our book will be a—(coasting) story.

Oral Reading

Audience reading. (Divide the entire group into three smaller groups. Assign one of the Little Deer stories to each group.)

Word Recognition Techniques

Developing visual acuity. How sharp are your eyes? Can you take a picture of the word I write, as quickly as a camera does with one click? (Write *Where*, erase, and write *There*. Continue in same way with *What*, *That*; *When*, *Then*; *Why*, *Who*; *then*, *them*; *will*, *well*.)

Associating the long and short sounds of a with the letter a; Integrating reading, writing, and spelling. How many vowels do you see in this word? (Write *sat*.) What is the vowel? Draw a line under it. Does the vowel *a* have its long or short sound? What is the short sound? Who could write the word *nap*? How many vowels will you use?

How many vowels do you see in this word? (Write *cake*.) What are the vowels? Draw a line under each. In this word does the

vowel *a* have its short or long sound? What is the long sound? Where in the word is the second vowel? This vowel is silent. What do I mean by that? Listen as I say *bake-cook*. In which word do you hear the long sound of *a*? If I tell you that you will need to use this letter (indicate *k* in *cake*), could someone write the word *bake*?

Vocabulary Enrichment and Extension

Word associations. Let's see how many things come to our minds when we see the word—(Write *deer*.) Think of Santa Claus, and you may remember the full name of one kind of deer. (*reindeer*) Another name for "horns" is—(*antlers*). A baby deer is a—(*fawn*). A father deer is a—(*stag or roebuck*). When winter comes, a deer's antlers—(*drop off*). When they first begin to grow again, we say they are in the—(*velvet*).

Supplementary Activities

1. *Workbook for The New Round About*, page 103.
2. **Independent reading.**
A Home for Sandy, pages 69-74. (Give help with *Bang* and *way*, page 69; *gone*, page 70.)
Fun with Dick and Jane, pages 90-93.
The Little White House, pages 89-92. (Give help with *dinner*, page 91.)
Up the Street and Down, pages 134-38.
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Before beginning the next unit, give the two informal tests on pages 106-7 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Average groups should make a score of at least 7 on the auditory-and-visual perception test. Be sure pupils understand directions on page 107, but give no help whatsoever. Use this test as a gauge of the growth of each child in accurate comprehension of simple text material and in ability to draw simple deductions from what is read. If pupils have difficulty with this page, put a similar paragraph on the bulletin board each day.

UNIT 36

Paddy and His Pets (pages 160-65)

Materials Needed

Pocket Card Holder

Word Cards: church fast Paddy pocket Sunday

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All day long, Another night, He took off, One night, Once upon a time there was.* Have a pupil underline a phrase he knows, read it, and use it to begin a sentence.)

Introducing new words and meanings. (Have the following sentences on board.)

Paddy liked to run

as fast as his legs could carry him.

On Sunday he went to church.

He put them into his pocket.

Today we read about a new boy whose name was Paddy. (Add *Paddy* to card holder.) If you read the first sentence, you will know one thing Paddy liked to do. There is a new word (indicate *fast*) but if you think how it begins, if you remember what Paddy was doing, you can get it. Who is ready with the sentence? The new word is—(Add *fast* to card holder.)

This new word (indicate *Sunday*) is the name of a day. You can get it because you see two little words in the bigger word. (Underline *Sun*; then *day*.) The word is—(Add *Sunday* to card holder.) Think what day it is, and the other new word in sentence 2 will not trouble you. Who is ready with the sentence? The other new word is—(Add *church*.)

Paddy always had some pennies for Sunday school. So—(Indicate sentence 3.) Think how the new word begins (indicate *pocket*) and let the sentence help you. Who is ready with the sentence? The new word is—(Add *pocket*.)

Review of Word Recognition Techniques

The new section or unit in our books is called "Happy Times." We will have happy times with the stories if we remember what

to do when we come to words we do not know. (Review the following: 1. *Think how the word begins.* 2. *Jump over the word and read the rest of the sentence.* 3. *Look for picture clues.* 4. *Look for a part you know and hear in the word.* 5. *Look for little words in longer words.* 6. *Think how the word ends.*)

Another thing to do is to look to see if the vowel in the word is—(Write *a*.) If the word is very short and you see but one *a*, the vowel will usually have its short sound. (Give sound.) If you see two vowels, if the first vowel is—(indicate *a*) and the second vowel is *e*, if the *e* comes on the end of the word, then you know that *a* probably has its long or name sound.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 160. *Picture interpretation; Gathering information.* How many things can you find out about Paddy from this picture? Have you made a discovery that even Paddy does not know about?

Associational reading. I believe Paddy feels about his father just the way you feel about yours. Read the entire page and see if you agree.

Page 161. *Gathering information.* When the hug was over, what happened? Read the first paragraph and see. By the time I have finished the page, I know one way in which Paddy and the kitten are just alike. See if you do.

Page 162. *Gathering information.* Of course you know now what the next pet will be. Did Paddy get this pet in exactly the same way in which he got the kitten? Read page 162 and see.

Page 163. *Gathering information.* Did Paddy treat the puppy in exactly the same way he treated the kitten? Did the same things happen? Read the page and see.

Page 164. *Gathering information.* Read the first paragraph. Be ready to tell what morning it was and what happened. I am afraid someone is afraid Paddy will be late for church. Read the next paragraph. Find out who it is and what he says. What does Paddy do about it? Finish the page and find out.

Page 165. *Picture interpretation; Exercising judgment and drawing conclusions.* Where do you suppose these deer antlers came from? Do they make a good hatrack? Why in the world is Paddy doing this with his pets? What may happen?

Verifying information. Read the first paragraph. Does it tell you exactly what the picture tells you? Now read the second paragraph. What does it tell you that the picture does not tell? But pictures can't talk. Finish the page and find out what Paddy is saying as he tucks his pets away.

Predicting outcomes. And what do you think may happen next?

Oral Reading

Organization; Following a series of events in sequence. (Have the following sentences on board. Proceed as in similar units.)

- _____ Paddy plays in the garden.
- _____ Paddy finds the kitten.
- _____ Father comes home from work.
- _____ Paddy gives the puppy
something to eat.
- _____ Paddy hides his pets.
- _____ Father comes from work again.

Word Recognition Techniques

Associating the short sound of *i* with the vowel *i*. This letter is also a vowel. (Write *i*.) What is its name? The vowel *i* also has a short sound. (Give sound of short *i*.) You hear the short sound in the word *it*. (Give short *i* sound very clearly.) Now listen carefully as I say *do-did*. In which word did you hear the short sound of *i*? Listen again as I say *in-on*. In which word did you hear—(give short *i* sound)? (Continue with *kitten-puppy, want-with, this-that*.)

Associating the long and short sounds of *a* with the letter *a*; Integrating reading, writing, and spelling. What vowel do you hear in the word *cap*? Can you write *cap*? How many vowels will you use? (Continue with *at, can, ran*.)

What vowel do you hear in the word *gate*? Could you write *gate*? How many vowels will you use? Where will you put the second vowel? (Continue with *came, name, ate*.)

Developing ability to use verb forms correctly. (Write the word *talk* four times in a row on the board.) What does this word say? (Indicate the first *talk*.) Who can make the next word say *talks* and then use the word *talks* in a sentence? (Continue with *talked, talking*; repeat entire procedure with *mend, show*.)

Vocabulary Enrichment and Extension

Word concepts. Paddy liked to run—(Write *fast*.) How did he run? Yes, very quickly. What do you mean by a fast train? One day Jerry was flying his kite. "Hold fast to the string," said Father. How did Jerry hold that string? (tight) If someone does not eat anything for a long time, we might say he has gone on a fast. What would we mean by that? At night you are fast asleep. What does *fast* mean then? My dress will not fade when it is laundered. It is a fast color. What is a fast color?

Supplementary Activities

1. *Workbook for The New Round About*, pages 108, 109.
2. Independent reading.
A Home for Sandy, pages 76-78. (Give help with *room* and *under*, page 77.)
Fun with Dick and Jane, pages 104-7.
The Little White House, pages 93-96. (Give help with *T.* and *Turkey*, page 93; *gobble*, page 94.)
Up the Street and Down, pages 139-43. (Give help with *balloons*, page 141.)
3. Choral reading. "My Dog" and "The House Cat" from *Let's-Read-Together Poems*.

UNIT 37

Paddy and His Pets (*cont.*, pages 166-70)

Materials Needed

Pocket Card Holder

Word Cards: always seat smiled

Initial Procedure

Vocabulary review. (Have the following phrases on board: *Before long, We were, When it was time, He took off, I must not, He put it upon.* Have some child read and underline a phrase he knows and use it to begin a sentence.)

Introducing new words and meanings. (Have the following sentences on board.)

You sit on the seat of the car.

Upon my word!

Then he always smiled.

(Hold up word card *seat*.) You know how this word begins. What little word do you see inside? (Cover the *s* and wait for suggestion *eat*.) Then the whole word says—(Add *seat* to card holder.) Who is ready with the first sentence?

When Father was pleased or surprised, or when he wanted to make you know that he was telling something absolutely true, he had a certain expression he used, and here it is—(Indicate sentence 2.) Who can read it?

If you know this word (write *day*), you can find out what this says. (Write *way* and wait for someone to read the word.) Now it says—(Add *s* to *way* and wait for word *ways* to be read.) This word (write *all* to the left of *ways*) says—. Who will read both words? When we put these two words together to make one word, we omit one of these letters, the *l*'s. The word looks like this, but it still says—(Write *always*.) The sun *always* comes up in the morning. *Always* means forever and ever. This card says—(Add *always* to card holder.)

When Father said, "Upon my word," he was amused. He didn't laugh, but he—(Hold up word card *smiled*.) This new word begins like *smoke*. Father didn't laugh, but he sm____. *Smiled* of course! Show me how he did it. Now who is ready to read the last sentence?

Are Paddy's pets still in Father's pockets? If you can read this page number (write 166) and can find the page quickly, we can soon find out.

Silent Reading

Page 166. *Gathering information.* Does Father discover the pets in his pockets? If he doesn't, why doesn't he? Read three paragraphs and find out. What happens on the way to church? Finish the page and see.

Page 167. *Gathering information.* I think Paddy is right when he says he goes to church every Sunday. He knows exactly how to behave. Read two paragraphs and find out why I say that. Does Father take off his top coat? Finish the page and see.

Predicting outcomes. Will the pets stay asleep until church is over? What do you think?

Page 168. *Verifying conclusions.* Why do you think Father has his eye on the coat? Read the whole page and see if you figured it out correctly.

Page 169. *Gathering information.* What did Father do when he heard that sound coming from his pocket? What happened then? Read four paragraphs and find out.

Will Paddy tell Father what he has done? Will Father be very cross? Finish the page and see.

Predicting outcomes. What do you think Father will do now?

Page 170. *Gathering information.* Did Paddy and Father go home right away or stay until church was over? What does the picture suggest? Read the first paragraph and find out what really happens.

I don't believe these pets will go to church again. Finish the page and find out why.

Page 171. *Picture interpretation; Exercising judgment and drawing conclusions.* I can tell what kind of weather it is going to be in the next story. Can you? What do you like to do on a bright, snowy day? Maybe you like to do what the title suggests. Can anyone figure out the new word?

Oral Reading

Identifying paragraphs. The one who can tell me how many paragraphs there are on page 160 may read the page. (Continue in similar way until the story has been reread by paragraphs.)

Word Recognition Techniques

Associating the short sound of the vowel *i* with the letter *i*. You remember that the letter—(write *i*) is also a vowel. Its short sound is—(Give sound of short *i*.) Listen as I say *sit-sat*. In which word did you hear the sound *i* (short sound)? Let's prove that you are right. (Write the word *sit* and direct attention to *i*.) How many vowels do you see in the word? If I wanted to add another word with a short *i* sound, would I add *him* or *her*? (Continue with *hill-snow, with-take*.)

Associating short and long sounds of *a* with the letter *a*; **Integrating reading, writing, and spelling.** If you want to write *nap*, how many vowels will you use? What vowel will you use? Who will write the word? (Continue with *sat, bad, fat, gas*.)

If you want to write the word *came*, how many vowels will you use? What will the first vowel be? Where will you put the second vowel? Who will write the word? (Continue with *name, gate, make, cake.*)

Phonetic parts. Paddy was going to—(Write *church.*) Say the word slowly. What does this part say? (Underline *ur.*) This word says—(write *girl*), and this part (underline *ir*) says—. (Continue with *work, her.*) We found out that—(write *er, ir, or, ur*) have the sound—.

Supplementary Activities

1. Workbook for *The New Round About*, pages 110, 111, 112.
2. Independent reading.
A Home for Sandy, pages 79-81. (Give help with *cage* and *Ha!* page 79; *Grr-r-r*, page 80.)
Fun with Dick and Jane, pages 108-16.
The Little White House, pages 97-108. (Give help with *pie*, page 104.)
Up the Street and Down, pages 144-48.
3. Textfilm. See Textfilm manual.

UNIT 38

Good Coasting (pages 171-77)

Materials Needed

Pocket Card Holder

Word Cards

always	coasting	other	sang	When
another	flew	really	smiled	Where
around	know	right	thought	Who
bundle	lovely	rolled	turn	

Initial Procedure

Vocabulary review. (Have the following phrases on board:
Before long, She put on, You must, There were many, All the

world was, Then all at once. Have a pupil read and underline a phrase he knows and then use it to begin a sentence.)

Three question words we know are—(Add *When, Where, Who* to card holder.) When you have one penny and get one more, you get—(Add *another.*) The word you see in *another* is—(Add *other.*) The word which means “forever” is—(Add *always.*) In summer birds—(Add *sang.*) In winter they—(add *flew*) south. The word we ought to remember is—(Add *thought.*) When Father walked out of church, everyone—(Add *smiled.*) The word which rhymes with *night* is—(Add *right.*) Something true is—(add *really*) so. Something beautiful is—(Add *lovely.*) I hope you have learned that this word says—(Add *know.*) Before you cross at a busy corner, be sure to look—(Add *around.*)

Introducing new words and meanings (*bundle, coasting, rolled*). (Have the following on board.)

She had many bundles.

Bundle up well.

Upon my word!

They were going coasting.

They smiled and sang

and called to one another.

They rolled over into the snow.

One morning Mother went to the store. When she came out again—(Indicate sentence 1.) You know how this word begins. (Indicate *bundles.*) If you make this much of the word (underline *bun*) rhyme with *sun*, you can get the word. Who is ready with the sentence? Then this word (add *bundle* to card holder) says—. When you go out on a cold day, Mother may tell you to—(sentence 2). And when Father sees you, he may say—(sentence 3).

We found out that the children were going to have a good time today because—(sentence 4). And this word says—(Add *coasting* to card holder.) I saw some children coasting one day, and—(sentence 5). All at once the sled hit a bump and—(Indicate sentence 6.) You know how this word begins (indicate *rolled*), and you know the name of this letter (indicate *o* in *rolled*). Now jump over the word, and let the sentence help you. Who is ready with the sentence? Then this word says—(Add *rolled* to card holder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 171. *Specific detail.* Read the title and just the first paragraph. Find out three things Father sees as he looks from the window.

Gathering information. Read the rest of the page. Find out who suggested going coasting and what the others thought of the idea.

Page 172. *Gathering information.* It doesn't look as if Jerry's idea of going right away were carried out. Who put a stop to that idea, and what did that person say?

Page 173. *Exercising judgment and drawing conclusions.* Read just the first paragraph. Be ready to tell me what is meant by these words. (*Write other warm things.*)

Gathering information. Someone is joking. Finish the page, find out who it is, and what the joke is about.

Page 174. *Gathering information.* Read two paragraphs. Be ready to tell exactly how the outdoors looked that snowy morning. Now finish the page. What is the first thing the children did?

Page 175. *Gathering information.* Will Jerry really throw that big snowball? Will Alice get hurt? Read the whole page.

Page 176. *Gathering information.* Father is joking again. Read two paragraphs and find out what the joke is about.

Verifying information. Finish the page. Does it tell you exactly what the picture tells?

Page 177. *Gathering information.* Read the first paragraph carefully. Be ready to tell what you would have seen if you had been on the hill that morning.

Skimming. You remember that in the word *church* (write *church*) this part (underline *ur*) said—. There is a new word in the last paragraph. How many times can you find it? Think what the part in the word says, and you can get it. It says—(Add *turn* to holder.)

Drawing conclusions. Now finish the page. Be ready to tell why you know this is a good hill for coasting.

Oral Reading

Organization; Following a series of events in sequence. (Have the following on board. Proceed as in similar units.)

- Vocabulary review.** (Have the following phrases on board: *So once again, They followed the parade until, She took off, All at once, Off rolled.* Use as in previous units.)

(Add word cards *coasting, bundle, rolled, turn* to card holder.) Could someone retell what has happened in the coasting story so far and use these words?

Silent Reading

Page 178. *Gathering information.* I wonder how it happens that Jerry doesn't ride with Father. Read the whole page and find out why. Is Father still in a joking mood? What did he say which makes you know that he is?

Page 179. *Specific details.* Read the whole page. Now find two sentences which make you know that the sled went fast. Find three that make you know that Alice and Father enjoyed the ride.

Page 180. *Gathering information.* I can tell by Alice's face that she is—. Read the page. Find out what has made her afraid and how it all comes out.

Page 181. *Specific details.* Read the whole page. Now find the sentence which tells that Father enjoyed riding with Alice. The one which tells that the big sled went very fast, also!

Predicting outcomes. If those boys and girls are not careful, what may happen as they come to the turn?

Page 182. *Gathering information.* We were right, weren't we? This is a bad spill. Did anyone get hurt? Read the page and see.

Page 183. *Gathering information.* Now who is coming down that hill? All at once an idea pops into Alice's mind. Read the page and find out what the idea is.

Specific detail. Find and read aloud the sentence which tells that the sled came very fast.

Predicting outcomes. Do you think Alice will be right? Will Mother and Jerry get hurt? Turn and check.

Page 184. *Gathering information.* Read the first two paragraphs. Find out if anyone was hurt. Now finish the page and find out what happened when the rides were over. Find out also what Jerry thinks about coasting.

Page 185. *Picture interpretation; Exercising judgment and drawing conclusions.* What kind of weather will it be in the next story? I think someone could use this word (indicate *bundle*) and tell about Mr. Carl. Now who will read the title? What do you suppose a new bird has to do with a bundled-up Mr. Carl and a cold winter day?

Oral Reading

Audience reading. (Assign the fourteen pages of the story to fourteen members of the group. Have each child prepare to read the page assigned for the enjoyment of the entire group or for some other group who has not heard the story.)

Word Recognition Techniques

Associating short sound of *i* with the letter *i*; Integrating reading, writing, and spelling. (Use techniques similar to those in previous unit with *him-her*, *fish-farm*, *if-of*.)

Associating long and short sounds of *a* with the vowel *a*; Integrating reading, writing, and spelling. (Use techniques from previous units and have pupils write *had*, *came*, *bad*, *name*, *nap*, *cake*, *sat*, *make*.)

Phonetic parts. (Write the following words on board: *turn*, *south*, *took*, *snow*, *stay*.) I see a word on the board in which I see and hear the part which says—(Give *ur* sound.) Can you find the word? Can you underline the part and tell me what it says? (Continue having pupils find words in which they see and hear the parts *ou*, *oo* [short], *ow*, *ay*.)

Vocabulary Enrichment and Extension

Compound words. When we put two words together to make a new word, we call the new word a _____ word. You know this compound word (write *barnyard*), but do you know what this says? (Write *farmyard*; then continue with *churchyard*, *everyday*, *herself*, *yourself*, *riverbank*, *waterworks*, *doorway*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 114, 115, 117.
2. Independent reading.
Fun with Dick and Jane, pages 122-29.
The Little White House, pages 109-22. (Give help with *books*, page 109; *yellow*, page 113.)
3. Textfilm. See Textfilm manual.
4. Tests. Before beginning the last unit, give the two informal tests on pages 118, 119 in the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly.

Pupils in average groups should make a score of at least 7 on the auditory-and-visual perception test, a score of at least 8 on the vocabulary test. If scores fall lower than this, check your teaching with the unit plans. At this point, test each child individually with the word cards for *The New Round About*.

UNIT 40

Ting-a-ling (pages 186-91)

Materials Needed

Pocket Card Holder

Word Cards: about enough nightingale ting-a-ling
 bell letter sing

Initial Procedure

Vocabulary review. (Have the following phrases on board: *There was, Before long, No other boy could, Come at once if you want, He put on, If the fast train is on time, As he started to cross the road.* Have a pupil read and underline a phrase he knows and then use it to begin a sentence.)

Introducing new words and meanings (*ting-a-ling, bell, sing, about, enough*). (Have the following on board.)

Ting-a-ling went the bell.

Who in the world can it be?

Someone started to sing.

It is just about time

you came to the door.

We were here long enough.

If you make this word (indicate *bell*) rhyme with—(write *fell*), you will know that it says—(add *bell* to card holder). If you know that the ending on—(write *going*) says—(underline *ing*), you can find that part in this new word in two places. (Indicate *ting-a-ling*, and underline *ing* in *ting* and in *ling*.) Now who can read the sentence and make the bell ring? This new word is—(Add *ting-a-ling* to card holder.)

When the bell went on ringing, Mother thought to herself—(sentence 2). She hurried to open the door, and then—(sentence

3). If you remember the part you saw and heard in *ting-a-ling*, you can get this new word. (Indicate *sing*.) Who is ready with the sentence? Then this new word says—(Add *sing* to card holder.)

There at the door stood Father, Alice, and Jerry all singing "Happy Birthday." Each of them had a package for Mother. Father started joking and said—(sentence 4). If you see this little word (underline *a* in *about*), if you also see this word (underline *out* in *about*), if you let the sentence help you, you can get this new word. Who is ready with the sentence? Then this word says—(Add *about* to card holder.)

"I came as fast as I could," laughed Mother. But Father, still joking, said—(sentence 5). Let the sentence help you. We were here long e_____. (Wait for suggestion *enough*, tell the word if necessary, and add card to holder.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 186. *Gathering information; Exercising judgment and drawing conclusions.* The sun is up; the postman at the door! Why is Mr. Carl in bed so late? Read the page and find out.

Page 187. *Gathering information.* The bell gets Mr. Carl out of bed. It also wakes up something else. Read the page and find out what that is.

Exercising judgment and drawing conclusions. If the postman is ringing the bell, what kind of letter must he have for Mr. Carl?

Page 188. *Skimming.* Since you know how *letter* begins and ends, how many times can you find it on this page? Then this card says—(Add *letter* to card holder.)

Gathering information. Read the entire page. Find out what the postman has to say.

Page 189. *Gathering information.* There is some very important information on this page. It tells what the letter is about. It tells four important things about a certain bird. If you can read carefully enough to find out those four things, I will help you with the name of the bird.

Now suppose we look at this long word. (Write *nightingale*.) I see some little words in it to help us. (Underline *night* and *in*.)

In this last part (indicate *gale*) I see two vowels. So *a* will have its _____ sound. Could anyone get this last part of the word? Now put the three parts together, and the word says—(Add *nightingale* to card holder.) Let's recall what we have found out about a nightingale. What is it? What color is it? How does it look? What can it do? How many other birds can sing as well?

Page 190. *Gathering information.* Read the first two paragraphs. Find out what else the letter had to say.

Read the next two paragraphs. What does Mr. Carl decide to do about the bird?

I hope you have not forgotten this word. (Indicate *enough*.) Now finish the page. I believe this has been a bad winter for Mr. Carl. Find out why I think so.

Page 191. *Gathering information.* How is Mr. Carl going to the city? Read one paragraph and you will know.

Exercising judgment and drawing conclusions. Read the rest of the page. Decide why you think these children are so happy; be ready to prove your answer.

Oral Reading

Organization; Following a series of events in sequence. (Have the following sentences on the board. Have them numbered and the story reread as in previous units.)

- _____ Mr. Carl walked to the train.
- _____ Mr. Carl put on his coat and cap.
- _____ Mr. Carl looked at his letter.
- _____ Mr. Carl's bell went ting-a-ling.
- _____ The birds started to sing.
- _____ The man gave Mr. Carl a letter.

Word Recognition Techniques

Associating long sound of *i* with the vowel *i*. The name of this vowel is—(Write *i*.) It also has a long sound. Its long sound is—(give long *i* sound.) You hear it in the word *time*. (Write *time*.) Do you notice that, when *i* has its long sound, there are two vowels in the word? The second vowel, the *e*, comes on the end of the word to tell us that the first vowel has its long sound. The *e* is silent. Listen carefully as I say *smile-laugh*. In which word do you hear the long *i* sound? Let's prove that you are right.

(Write *smile*.) Do you see two vowels? Does the second vowel *e* come on the end of the word? Is it silent? (Continue with *ride-ran*, *like-look*, *five-fell*.)

Phonetic parts. You know that this part says—(Write *ar*.) Use it to help you get these new words. (Write *part*, *cart*, *march*, *sharp*.) In the word *cow* this part (write *ow*) says—. Use it to help you with these words. (Write *shower*, *howl*, *bow*, *towel*.) In the word *soon* this part says—(Write *oo*.) Use it to help you get—(Write *moon*, *noon*, *poor*.)

Vocabulary Enrichment and Extension

Synonymous meanings. A deer's horns are—(antlers). A package is a—(bundle). A nightingale is a—(bird). To slide down a hill on a sled is to go—(coasting). To know more than anyone else is to be the—(wisest). To injure someone is to—(hurt) him. When you take a nap, you—(sleep). To be all by yourself is to be—(alone).

Supplementary Activities

1. *Workbook for The New Round About*, pages 121, 122.
2. Independent reading.

Up the Street and Down, pages 153-57.

UNIT 4I

Ting-a-ling (*cont.*, pages 192-94)

Initial Procedure

Vocabulary review. (Have the following phrases on board: *All at once*, *There were*, *There was*, *I always like*, *No other bird*, *That is why*. Have a pupil read and underline a phrase he knows and use it to begin a sentence.)

(Have the following sentences on board.)

He thought about many things.

His thoughts were happy ones.

Mr. Carl lived alone, but he was very happy. As he worked in his garden or fed his birds—(sentence 1). The next sentence

tells you what kind of thoughts were in his head. Read it and find out. What happy thought might he have in his head as he goes to the city this morning?

Silent Reading

Page 192. *Gathering information.* Alice has a very good plan. Read three paragraphs and see what it is. Now finish the page. Will Mr. Carl agree to that plan? Do you really think he means that he will go coasting, or is he just joking?

Page 193. *Gathering information.* Mr. Carl chooses a particular seat. Read two paragraphs. Where is the seat, and why did he choose it?

Finish the page. What is Mr. Carl thinking about?

Page 194. *Gathering information.* Now his thoughts change. What does he think about now? Read just the first paragraph.

When I finish the next paragraph, I know why the little brown bird is called a nightingale. Read carefully and see why that is a good name for the bird. Now finish the page. Did Mr. Carl arrive safely?

Oral Reading

Organization; Following a series of events in sequence.
(Have the following on board. Proceed as in similar units.)

- _____ Mr. Carl thought about the nightingale.
- _____ Mr. Carl talked to Alice, Jerry, and Paddy.
- _____ Mr. Carl thought about coasting.

Word Recognition Techniques

Associating long and short sounds of the vowel *i* with the letter *i*; using the short and long sounds of *i* to unlock new words. This vowel is—(Write *i*.) Its short sound is—. Its long or name sound is—.

Look at the word—(Write *did*.) How many vowels do you see? Then what sound does the vowel have? How many vowels do you see in this word? (Write *hid*.) What sound will the vowel have? What is the word? (Continue with *dish*, *rich*, *wig*.)

Now look at the word—(Write *time*.) How many vowels do you see? Where is the second vowel? What does it make us know about the first vowel? How many vowels do you see in this word? (Write *dime*.) What sound will the first vowel have? The

second vowel is—(silent). What is the word? (Continue with *bite, shine, side, wide.*)

Vocabulary Enrichment and Extension

Word concepts. Mr. Carl had to—(write *cross*) the street. What does *cross* mean? (to go over) Sometimes Alice is cross. What does *cross* mean then? (disagreeable) Can you make a cross? What did you make? (a mark) Sometimes I see a cross on a building. What building is that?

Supplementary Activities

1. *Workbook for The New Round About*, page 120.
2. Independent reading.

Fun with Dick and Jane, pages 135-39.

The Little White House, pages 123-28. (Give help with *wheat* and *plant*, page 124; *mill*, page 125; *bread*, page 126.)

UNIT 42

In the City (pages 195-202)

Initial Procedure

Vocabulary review. (Have the following phrases on board: *He always looked, There were always, When he came out, All at once, Now I must, As he started to cross, He thought about.* Have a pupil read and underline a phrase he knows and use it to begin a sentence.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 195. *Gathering information.* Read the first paragraph. How often did Mr. Carl go to the city, and what did he do when he got there?

Today will be a little different. Finish the page and find out why. Do you think he will keep his word?

Page 196. *Picture interpretation; Specific details.* (Have pupils identify hydrant and fire-alarm box as marks of a city. Encourage them to see how many signs they can read for themselves.)

Predicting outcomes. How do you feel now? Will Mr. Carl keep his word? Why should he be looking in a toy-store window? What might he be going to buy? For whom would it be?

Gathering information. Now read the page. Were we right about the thing Mr. Carl was looking at?

Page 197. *Gathering information.* Are you sure that doll was for Alice? Why did Mr. Carl think it was perfectly all right for him to spend his money for a doll? Read carefully and find out.

Predicting outcomes. Will he stop again? What do you think?

Page 198. *Picture interpretation; Specific detail.* (Divide the compound word *Hardware* on board and give whatever help is necessary. Have items in window identified and sign read.)

Gathering information. Why does Mr. Carl stop this time? He has a very good reason. What does he buy? Read the whole page and see.

Exercising judgment. Do you think he was right to stop at this store, also? Why? (Direct attention to question marks after individual words and read them to show that they are really questions in Mr. Carl's mind.)

Page 199. *Picture interpretation; Specific detail.* (Use techniques similar to preceding pages.)

Exercising judgment and drawing conclusions. Do you think Mr. Carl will stop at the drug store? What makes you think that he won't?

Gathering information. Now read the page. Were we right?

Predicting outcomes. I hope he gets to North Road before he stops at many more places. What might happen if he didn't?

Page 200. *Picture interpretation; Exercising judgment and drawing conclusions.* Has Mr. Carl arrived at the pet store? How can you tell? Why do you think he stands there with his hand in his pocket?

Gathering information. Now read the page. Did we figure things out correctly?

Predicting outcomes; Exercising judgment. What would you do if you were in Mr. Carl's place?

Page 201. *Gathering information.* Does Mr. Carl do just what you would have done? Read the page and see.

Predicting outcomes. Will Mr. Carl's thoughts be happy thoughts now as he rides home on the train? How would you have felt?

Page 202. *Gathering information.* Read all but the last two paragraphs. How did Mr. Carl really feel and why?

Exercising judgment. What did Mr. Carl think and do as he got on the train? Do you think he was right about it? Finish the page and see.

Oral Reading

Organization; Following a sequence of events in order. (Have the following sentences on board. Proceed as in previous units.)

- _____ Mr. Carl took the train home.
- _____ Mr. Carl started for the pet store.
- _____ Mr. Carl got a boat for Paddy.
- _____ Mr. Carl saw a doll in the window.
- _____ Mr. Carl walked to the train.
- _____ Mr. Carl stopped at the pet store.
- _____ Mr. Carl got a doll for Alice.
- _____ Mr. Carl got a bank for Jerry.

Word Recognition Techniques

Associating the short sounds of the vowels *a* and *i* with the letters *a* and *i*; Using the vowel sounds to unlock new words; Integrating reading, writing, and spelling. What is this vowel? (Write *a*.) What is its short sound? This vowel is— (Write *i*.) Its short sound is—

Can you use these short vowel sounds to get these new words? (Write *bag*, *bit*, *dash*, *flat*, *chin*, *fill*.) Can you write these words without help? (*lap*, *jam*, *dig*, *dip*)

Phonetic parts. In the word *boy*, this part says—(Write *oy*.) Use this part to help you get—(Write *joy*, *Roy*.) In the word *new*, this part says—(Write *ew*.) Today you draw pictures. Yesterday you—(Write *drew*.) Yesterday the wind—(Write *blew*.) I saw a—(write *crew*) of men working on the street. In the word *girl*, this part says—(Write *ir*.) Use it to get—(Write *dirt*, *shirt*.)

Vocabulary Enrichment and Extension

Synonymous meanings. Another word for *gay* is—(*happy*). For *summer*, *autumn*, *winter*, *spring*! (*seasons*) For *autumn*! (*fall*) For *lady*! (*woman*) For *delighted*! (*pleased*) For a *show*!

(movie) For afraid! (frightened) For forever! (always) For wisest! (smartest) For antlers! (horns)

Supplementary Activities

1. *Workbook for The New Round About*, pages 123, 124, 125.
2. Independent reading.
Fun with Dick and Jane, pages 147-51. (Give help with *school*, page 147.)
The Little White House, pages 129-44. (Give help with *mouse*, page 133.)
3. Choral reading. "Bundles" from *Let's-Read-Together Poems*.

UNIT 43

Ting-a-ling Again (pages 203-5)

Initial Procedure

Vocabulary review. (Have the following phrases on board: *There were, Before long, Not one of them thought, He thought about, No one came, Who is, What if I fell off.* Use as in previous units.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The title suggests that the bell rings again. Who do you think is at the door this time?

Page 203. *Verifying inferences.* What do you think the children are saying to Mr. Carl? Read the whole page and see.

Page 204. *Picture interpretation; Drawing conclusions.* Now what do you think? Did Mr. Carl go coasting?

Gathering information. Read the page. How did he get out of going? Do you think he was right or wrong?

Page 205. *Gathering information.* How did the children enjoy their presents? Read two paragraphs and see. Now finish the page. What happened the next morning?

Oral Reading

Audience reading. (Divide the group into three smaller groups. Have each group prepare to read one part of the entire story of "The New Bird" as in previous units.)

Word Recognition Techniques

Associating the long sounds of *a* and *i* with the letters *a* and *i*; Using these sounds to unlock new words; **Integrating reading, writing, and spelling.** The name of this vowel is— (write *a*), and its long sound is—. The name of this vowel is— (write *i*), and its long sound is—.

Can you use the long sound of the vowels and get these words? (Write *game, side, wide, fade, safe, dime.*) Can you write these words without help? (*wade, fine, tape*)

Phonetic parts. In the word *look*, this part says—(Write *oo.*) Use it to help you get—(Write *book, shook.*) In the word *work*, this part says—(Write *or.*) Use it to help you get—(Write *worm, worst, worry.*)

Vocabulary Enrichment and Extension

Word associations; Descriptive phrases. Here are some people we have grown to like as we have read *Round About*. (Write *Mr. Carl, The Organ Man, The Toy Mender, The twins, Bobby's and Billy's Grandmother*, etc.) Choose a name. Tell me what you think about when you see the name.

Supplementary Activities

1. *Workbook for The New Round About*, page 126.
2. **Independent reading.**
Fun with Dick and Jane, pages 152-57.
The Little White House, pages 145-57. (Give help with *Christmas*, page 145; *race*, page 152.)
3. **Textfilm.** See Textfilm manual.
4. **Tests.** Give the informal tests on pages 127 and 128 of the *Workbook for The New Round About*. A score of 1 is given

for each item marked correctly. Average groups should make a score of at least 34 on the vocabulary test. Use the comprehension test to test growth in pupil ability to read independently and to exercise judgment and draw conclusions.

Standardized Achievement Test

A Reading Achievement Test for use at the end of the First Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Second Reader, *The New Friendly Village*.

Diagnosis of Pupil Growth

(Upon the completion of *The New Round About*)

1. Are pupils continuing to have an enjoyable experience in learning to read? Are they continuing to enter into story experiences so that the characters and events come alive to them as they read?

2. Have they mastered the vocabulary of the basic preprimers, primer, and first reader so well that they can use this vocabulary to read other primers with ease and confidence? DO THEY RECOGNIZE AUTOMATICALLY ALL CARRIER WORDS (all words other than nouns) IN THE BASIC VOCABULARY?

3. Are they using their reading ability throughout the school day: reading bulletin boards, library books, other primers, announcements, etc? Do they turn to reading as an enjoyable leisure-time activity? Are there evidences of home reading?

4. Have certain fundamental reading habits become well established? Do pupils read silently before reading orally without being reminded to do so? Do they read without evidences of head and lip movement? Can they read two- and three-line sentences without breaking the sentence at the end of the line? Can they interpret common marks of punctuation: the period and question mark? Can they recognize paragraph divisions?

5. Can they read silently for the following purposes?
 - a)* to locate and gather information
 - b)* to predict outcomes
 - c)* to draw and verify inferences
 - d)* to exercise judgment and draw conclusions
 - e)* to note specific details
 - f)* to associate story experiences with personal experiences
6. Is oral reading fluent, rhythmic, and expressive?
7. Has auditory and visual acuity developed to the degree that pupils are able to:
 - a)* associate speech sounds with the letters which represent them?
 - b)* combine speech sounds with picture clues to unlock new words?
 - c)* combine speech sounds with context clues for the same purpose?
8. Are pupils forming the habit of using the following procedure automatically when encountering a new word in context?
 - a)* thinking how the word begins
 - b)* jumping over the word to read the rest of the sentence
 - c)* looking for picture clues
 - d)* thinking how the word ends
 - e)* looking for known phonetic parts
 - f)* looking for base words in derived forms
9. Are you, the teacher, constantly diagnosing the reading needs of individuals in the group and adapting the unit plans to meet these needs?
10. Are you having an enjoyable time also? Have you a feeling of confidence in the firm foundation for reading development which your pupils are acquiring?

Program for the Immature Group

UNIT PLANS FOR THE FIRST READER

The New ROUND ABOUT

UNIT I

On the Farm (Introduction)

Initial Procedure

Introducing *The New Round About*. Yesterday when you finished the book you were reading, you guessed that the surprise for today was a new book; and here it is. Its name is *The New Round About*. (Slide hand under title.)

Look at the cover. Do you see any old friends? Can you find their names? What animals do you see? Where would you expect to see a deer? A wild duck? A turtle and frog? Does anything on the cover make you think of a farm?

Now open your books to this page which is called the title page. Find and read the title of the book. The next pages are called the ——— pages. Then what does this word say? (Indicate *CONTENTS*.) What do the contents pages tell you? Into how many parts or units is the book divided? Watch for the words in big letters; then count and see. The name of the first part or unit is—. How many stories are in that unit? The name of the first story is—(Write *On the Farm*.) This word (indicate *Farm*) begins like *Father*. Inside, I see this part which says—(Underline and give sound of *ar*.) So the word says *Far*——. Someone in our story is going to be down—(Indicate title and have it read several times.)

Now turn the page. Do you see any signs of a farm? (Have buildings, geese, also Alice and Jerry identified.) On the next page

we have once again the title of the first unit in our book. Who will read it and then tell what each child in the picture is doing?

Suppose we have fun looking through our books to see what is going on. (Encourage pupils to recognize familiar characters. Tell names of new characters if information is requested. Lead pupils to speculate as to what is happening, by reading pictures.)

Word Recognition Techniques

Initial consonants (review). Someone is going down on the farm. Show me how *farm* begins, and I will finish the word for you. (Have some pupil write *f*; then finish the word for him. Continue with *duck, horse, pony, ride*.)

Phonetic part *ar*. In the word (write *farm*) this part says—(Underline *ar* and give sound.) Listen as I say *Carl*. Do you hear the part which says—(give *ar* sound)? Can you find it? (Write *Carl* and have *ar* underlined.) Now use what you know and get these new words. (Write *far*; then *car*.)

Vocabulary Enrichment and Extension

Word associations. How many things do you think about when you hear the word *farm*? Suppose you each tell me one.

Supplementary Activity

Vocabulary First Reader Workbook, page 1.

UNIT 2

On the Farm (pages 6-7)

Materials Needed

Pocket Card Holder

Word Cards: Farm Grandmother him pet

Initial Procedure

Introducing new word and meaning (*him*). (Have the following sentences on board.)

I can stay all day.

Jip came with Jerry.

One day Jerry came to play with Jack, and he said—(sentence 1). Jerry wasn't alone because—(sentence 2). Instead of saying, "Jip came with Jerry," I might say, "Jip came with—(erase *Jerry* and write *him*)."

Think how the new word begins and let the sentence help you. The new word is—(Add *him* to holder.)

Now we are ready to begin *The New Round About*. I'm sure it is called *Round About* because it tells the many things which happen round about Alice and Jerry.

Silent Reading

Contents page. Find and read once again the name of the first part or unit in our book. Now read the name of the first story. To what page must we turn to find the story?

Pages 6-7. I see a new character in the picture. Who do you think she is? Why do you think she is Grandmother? Names always begin with capital letters. How many times can you find Grandmother's name on these two pages? Then this card says—(Add *Grandmother* to holder.)

The title of our story is *On the*—(Add *Farm* to holder.) How many times can you find the word *farm*? Don't forget to look in the title. What is Jerry doing on page 6? Feeding an animal is a good way to make it become your pet. Look at page 7. It looks to me as if that is just what is happening. If someone will show me how *pet* begins, I will finish the word for you. Can you find the word *pet* on page 7? How many times? (Add the word *pet* to card holder.)

I wonder whose farm this is on which Jerry is visiting. Read the title and the first two sentences on page 6 and find out. Now read until you know what farm animals Jerry liked. Finish the page and find out which animals were his favorites. Favorites means the ones he liked best.

Read the first two sentences on page 7. Find out where Jerry went and who went with—(Indicate word card *him*.) Where did Jerry go next? Who went with him this time? Read until you find out. What did Jerry want Grandmother to do? The next two sentences will tell you. Finish the page. What did Grandmother do when she saw the duck?

Oral Reading

The one who knows these two words (indicate *Grandmother*, *Farm*) may read page 6. The one who knows—(indicate *him*, *pet*) may read page 7.

Word Recognition Techniques

Initial consonants (review). The little duck *came* into the house. Show me how *came* begins, and I will finish the word for you. (Repeat with *lived*, *morning*, *said*, *with*.)

Phonetic part ar. (Repeat procedures from previous unit, having pupils work out new words *bar*, *tar*.)

Vocabulary Enrichment and Extension

Pronouns. I might say that *Jerry* went to the farm, or I might say—(Write *he*.) I might talk about *Jerry's* coat, or I might call it—(Write *his*.) I might say, "See *Jerry*!" or I might say, "See—(write *him*)!" Who can read the three words? We use these words when we talk about boys or men.

Supplementary Activity

Vocabulary First Reader Workbook, page 2. Give whatever guidance is necessary so that similar pages can be done independently.

UNIT 3

On the Farm (*cont.*, pages 8-9)

Materials Needed

Pocket Card Holder

Word Cards:	farm	fisherman	him	river
	fish	Grandmother	pet	

Initial Procedure

Vocabulary review. Yesterday *Jerry* was visiting—(Add *Grandmother* to holder.) *Grandmother* lived on a—(Add *farm*.) *Jerry* had a duck for a—(Add *pet*.) We might say, "The duck

followed Jerry," or we might say "The duck followed—(Add *him*.)"

Introducing new words and meanings (*river, fish, fisherman*). Turn quickly to page 8. Find one place to which Little Duck went with Jerry. *River* begins like *red*. How many times can you find the word *river*? Then this card says—(Add *river* to card holder.) They went to the river to—. *Fish* begins like *farm*. How many times can you find the word *fish*? Then this card says—(Add *fish*.)

What do you call a man who catches fish? Then I am sure you will know that new long word on the next page. It starts with the word *fish* and ends with the word *man*. Find the word in two places. Then this word says—(show word card *fisherman*) and this (turn card to show *Fisherman*) says—(Add card to holder.)

Silent Reading

Page 8. Read the first three lines. What does Grandmother ask Jerry, and what does she tell him? Read the next line. How does Jerry answer the question? Finish the page. Do the sentences tell the same thing as the picture?

Page 9. As soon as the duck saw the water, what did he say? Read the first sentence and see. Read three more sentences. What did the duck do? Would you have done what Jerry did? Read the next sentence and decide.

What did Grandmother say? The next two-line sentence will tell you. Jerry thinks up a good name for his duck. Finish the page and find out what it is.

Oral Reading

The one who knows these two cards (hold up *fish* and *river*) may read page 8. (Repeat with *fisherman*, page 9.)

Word Recognition Techniques

Initial consonants (review). Grandmother held a kitten in her arms. Show me how *kitten* begins, and I will finish the word for you. (Continue with *just, gate, name, toy*.)

Integrating reading, writing, and spelling; Phonetic part *ar*. In the word (write *farm*) this part (underline *ar*) says—. Can you

use this part and write *car?* *Far?* Remember, names begin with capital letters. Could someone write *Carl?*

Vocabulary Enrichment and Extension

Word associations. Make believe you are a fisherman. How would you dress? What would you need to go fishing?

Supplementary Activities

Workbook for *The New Round About*, pages 1, 2, 3. Give whatever guidance is necessary so that similar pages can be done independently.

UNIT 4

Home Again (pages 10-11)

Materials Needed

Pocket Card Holder

Word Cards: catch fisherman No river
fish him pet show

Initial Procedure

Vocabulary review. Little Duck was a good—(Add *fisherman* to card holder.) If you are a good fisherman, you can catch these fish. (Add *him, pet, fish, river.*) If you do not catch a fish the first time, you must try—(Write *again.*) Sometimes you must try—(Write *Again and again.*)

Introducing new words and meanings (*catch, no, show*). (Have the following sentences on board: *Alice wanted to go to the show. But Mother said, "No." I can catch the ball.*)

There was a good movie in town, and—(Indicate sentence 1.) Think how this word begins. (Indicate *show.*) Then you will know another name Alice used for the word *movie*. This card says—(Add *show* to card holder.) Alice asked Mother about it. (Indicate sentence 2.) Think how this word (indicate *No*) begins; then you will know what Mother said. This card says—(Add *No* to card holder.) Alice was disappointed. She ran outdoors. There was Jerry playing ball. "Throw the ball to me," said Alice, "and—

(Indicate sentence 3.)" Think how this word (indicate *catch*) begins, and let the sense of the sentence help you. This card says—(Add *catch* to holder.)

Silent Reading

Contents page. When I read the new title, I think Jerry's visit is over. Why? To what page shall we turn to prove that we are right?

Page 10. Jerry has come back to his old home, but someone has to come to a new home. Who is that? Read the title and two sentences. How long did Jerry visit at Grandmother's? Read the next three lines. How did Alice feel? What did she do? Jerry tells her three things about his pet. Finish the page to find out what they are.

Page 11. Alice has a surprise for Jerry, also. Read two sentences and find out what it is. What do you think a pet show is? Alice has a good idea. Read the next two-line sentence and see what it is. Alice thinks Quack, Quack will be different from any pet at the show. Finish the page and find out why. Where will Alice, Jerry, and the duck be the next time we read?

Oral Reading

The one who knows this card (hold up *catch*) may read page 10. (Repeat with *show*, *no* for page 11.)

Word Recognition Techniques

Initial consonants (review). Jerry's duck was *very* smart. Show me how *very* begins, and I will finish the word for you. (Continue with *best*, *what*, *show*, *thank*.)

Phonetic part *er*. Jerry went to the river. (Write *river*.) Listen as you say *river*. This part (underline *er*) says—(Give sound.) Listen as I say *Grandmother*. Can you hear the—(give *er* sound)? Can you find the part? (Write *Grandmother*, and have *er* underlined. Continue with *her*, *mother*, *father*.)

Vocabulary Enrichment and Extension

Word meanings; Word associations. (Write *Alice went to a show*.) What does *show* mean in this sentence? Alice did not

know how to bat a ball. So Jerry said—(Write *I will show you.*) What would Jerry do?

There are many different kinds of shows. Each of you tell me a different kind. (horse show, flower show, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, page 4.
2. *Vocabulary First Reader Workbook*, page 3.

UNIT 5

The Pet Show (pages 12-13)

Materials Needed

Pocket Card Holder

Word Cards: basket Pet ribbon Show They

Initial Procedure

Vocabulary review. Today we go to the—(Add *Pet Show* to holder.) At a pet show, you see pets. We will have a “word show.” How quickly can you read the words at my show? (Write *best, just, that, walked, green, then.*)

Introducing new word and meaning (*they*). I might say, “Jerry and Grandmother went fishing.” or I might say—“(write *They*) went fishing.” The new word starts like *the*. This part says—(Underline *ey* and give “ā” sound.) So the word says—. *They* went fishing. (Add *They* to holder.)

Silent Reading

Contents page. We thought we would go to the pet show today. Read the title of the new story. Were we right? I wonder how Quack, Quack will get to the show. To what page shall we turn to find out?

Page 12. Picture clues; Skimming. Now do you know how Quack, Quack got to the show? You know how *basket* begins. Find it two times on page 12. Then this card says—(Add *basket* to

holder.) At the bottom of page 12 you see something which is going to be the first prize. That is what the words say—first prize. Have you any idea what it is made of? You know how *ribbon* begins. Skim the page and find the word *ribbon* two times. Then this card says—(Add *ribbon* to holder.) Which pet do you think will get the first prize, the blue ribbon?

Read the title and the first four lines. Do the sentences tell the same thing as the picture? Why? Alice wants something very, very much. Read four more lines to find out what it is. Now finish the page. Find five different kinds of pets that were in the show. Now check with the picture. The story forgot one kind of pet. Which one was that?

Page 13. The judge must be careful to choose the right pet for the prize. Read three lines. What does he do that shows that he is careful? He chooses four pets. Read four more lines and find out what pets they are. Before he gives one pet the prize, he wants to see something. Finish the page and find out what it is. What does the man mean when he says the pets must show what they can do? What do you think you will hear about in the story tomorrow?

Oral Reading

The one who knows these cards (hold up *basket, ribbon*) may read page 12. (Repeat with *they* for page 13.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *down, train*. (Accentuate *n*.) Say the words and listen to the way they end. My ears tell me that they end with the same sound. Let's prove that they do. (Write words and direct attention to final *n* in each.) Listen as I say *up, on*. Which word can I add to the list on the board because it ends with the same sound as *down*? (Continue with *boat, train; is, in; red, brown*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word *river*, this part says—(Write *river* and underline *er*.) Can you use this part and write the word *her*? (Repeat with *ar* in *garden*, having pupils write *car, Carl, far, farm*.)

Vocabulary Enrichment and Extension

Pronouns. Instead of saying *Jerry*, I might say—(Write *He*.) Instead of *Alice*, I may say—(Write *She*.) Instead of saying *Alice and Jerry*, I may say—(Write *They*.) Who can read all three words?

Supplementary Activities

1. *Workbook for The New Round About*, pages 5, 6. Be sure pictures on page 6 are correctly identified.
2. *Vocabulary First Reader Workbook*, page 4.

UNIT 6

The Pet Show (*cont.*, pages 14-15)

Materials Needed

Pocket Card Holder

Word Cards: carry catch Everyone There Your

Initial Procedure

Vocabulary review. All the pets had to show what they could do. Now you show what you can do. Don't let me—(add *catch* to holder) you. Who can climb my word ladder? (Write *could*, *hello*, *now*, *then*, *are help*, *will*.) Who can climb down again?

Introducing new words and meanings (*there*, *your*, *everyone*). (Have the following sentences on board.)

There you are, Alice.

I see your cap, Jerry.

One, two, three for everyone!

May was "It" for Hide-and-Seek. She saw Alice behind a tree. She pointed to the tree and said—(Indicate sentence 1.) Notice that the new word begins like *the*. Then let the sentence help you. Draw a line under the word which says *There*. Now we have another pointing word.

Just then May saw the top of someone's head, and she said—(sentence 2). You know this much of the new word. (Indicate

you in your.) Let the sentence help you with the rest. Draw a line under the word *your*.

Before long May caught all the children. So she said—(sentence 3). Notice the little word at the end of the long word. (Indicate *one in everyone.*) Remember that May had caught all the players. Read the sentence. Now draw a line under *everyone*. Everyone stand up. I wonder if everyone can read these cards. (Use *Everyone, There, Your.*)

Silent Reading

Page 14. What did Jerry have to do with the basket when he took it to the show? You know how *carry* begins. Look through the first sentence and find it. Now read the whole sentence. What trick could the dog do? This card says—(Add *carry* to holder.)

What could the kitten do? Read until you find out. The big green bird! The man asks Jerry a question. Read until you come to the question mark and find out what he asks. Remember the new pointing word. (Indicate *There.*) Finish the page. How does Jerry answer?

Page 15. Another word for *all* is—(Indicate *Everyone.*) Read the first sentence. What did all the people do? Why do you think they did that?

The man knows just what to do. Read three lines. What did he say to Jerry? How will he help Jerry out? Read two more lines and you will know. Now finish the page and be ready to explain what is happening in the picture.

Oral Reading

Find and read the sentence which tells about the dog's trick! The kitten's trick! (Continue in similar way.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. What did our ears tell us about *down* and *train*? Which word shall I write on the board because it ends like *down*: shall I write *brown* or *white*? Let's prove that *down* and *brown* end with the same sound and the same letter. (Write words, direct attention to final *n* in each, and then erase words.) If I write *train*, all but

the last letter, could someone finish it for me? (Write *trai*— and have some pupil add *n*. Continue with *ribbon*, *man*, *on*, *in*.)

Developing visual acuity; Establishing sight vocabulary. When we point to something near at hand, we may say—(Write *This*.) When we point to something farther away, we may say—(Write *That*.) When we point to something very far away, we may say—(Write *There*.) Who can read all three words? What do you notice about all three words? When words are hard to remember, it often helps to write them. Can someone use my beginning (write *Th*) and finish the word *That*? Maybe you could do it without looking at the word on the board. (Continue with *This*, *There*.)

Vocabulary Enrichment and Extension

Word meanings. What did Jerry mean when he said—(Write *There is no river*.) What did Mother mean when she said—(Write *No, you can not go*.) Remember, sometimes *no* means “cannot”; sometimes it means “not any.”

Supplementary Activities

1. *Workbook for The New Round About*, pages 7, 8.
2. *Vocabulary First Reader Workbook*, pages 5, 6. Give whatever guidance is necessary on page 6.

UNIT 7

The Blue Ribbon (pages 16-18)

Materials Needed

Pocket Card Holder

Word Cards:	basket	farm	him	river	they
	carry	fish	no	show	water
	catch	fisherman	pet	Thank	your
	everyone	Grandmother	ribbon	there	

Initial Procedure

Vocabulary review. Jerry said, “I like—(Add *your*, then *farm*, then *Grandmother* to holder.)” Grandmother said, “I will—(add

show) you the—(add *river*) so that you can—(add *catch*; then *fish*).” (Continue in similar way. When all cards, except *thank* and *water*, are in holder, play “One, Two, Three! How Many for Me?” to have words reread and removed from holder.)

Introducing new words and meanings (*thank*, *water*). When Alice asks for something, she always says—(Write *Please*.) When she gets what she wants, she says—(Write *Thank* you.) Then this card (add *Thank* to holder) says—. When Jerry looked down into the—(write *river*), he saw some—(Write *water*.) This word (add *water* to holder) which begins like *want* says—.

Silent Reading

Contents page. The new story title makes me anxious to read. Why? On what page does the story begin?

Page 16. *Picture clues*. The pictures give away a secret. What is that secret? But the pictures don't tell who got the first prize. We will have to read to find out about that.

Jerry is so anxious for Quack, Quack to show off in front of all those people. Read the title and the first two lines. What word does he use to show that he is anxious? Does Quack, Quack get that fish right away? Read the next four lines and find out. How does Jerry feel now? What does he say? Finish the page and see.

Page 17. Read five lines. How many tries did Quack, Quack have to have before he caught that fish? What did everyone do and say when the duck caught the fish? Finish the page and see. Who do you think will get the blue ribbon?

Page 18. *Picture clues*. Were we right in our thinking?

What did the judge say when he gave the duck the prize? Read three sentences and see. What did the people do as soon as Quack, Quack had the blue ribbon? The next sentence tells. What did everyone say? Read five lines and find out. What did Jerry say and why? Finish the page and see.

Page 19. (Allow time for conjectures about the picture and for identification of word *toy*.)

Oral Reading

(Choose the four best readers. Assign one of the stories read so far to each reader. Allow each reader time to prepare, while the

rest of group goes ahead with the word recognition activities which follow. Then have story reread for enjoyment of group.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *red, good*. What do your ears tell you about these words? Let's prove that they do end with the same sound and the same letter. (Write words and direct attention to final *d* in each.) Now listen as I say *carry-mend*. Which word shall I add to the list because it ends like *red*? Let's prove that *mend* is the right word. (Write *mend*; then continue with *come, called; say, said*.)

Developing visual acuity; Establishing sight vocabulary. (Review the writing of *This, That, There*.)

Vocabulary Enrichment and Extension

Word meanings. Of course you know what *water* means in this sentence. (Write *There is no water in the river*.) But what does *water* mean here? (Write *I water my garden*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 9, 10. (Be sure directions on page 10 are understood.)
2. *Vocabulary First Reader Workbook*, pages 7, 8.

UNIT 8 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading.** In the following primers the pages noted may be used as supplementary reading under teacher guidance. New vocabulary (aside from character names, which should be told to children), is indicated the first time a new word appears in each book.
Fun with Dick and Jane (Scott, Foresman and Co.), pages 6-9, 18-21. (Give help with the words *we* and *fun* on page 8; with *funny*, page 9; with *baby*, page 19; with *who*, page 20.)
Through the Gate (Silver Burdett Co.), pages 5-13. (Give help with the word *Baby*, page 7; with *Daddy* and *stop*, page 10.)

3. **Choral reading.** "The Duck" from *Let's-Read-Together Poems* is suggested for reading at this time. (See page 14 of this Guidebook for a description of the anthology.)

UNIT 9

The Toy Mender (pages 19-21)

Materials Needed

Pocket Card Holder

Word Cards: called	far	make	mender	They
everyone	if	mend	There	your

Initial Procedure

Vocabulary review. The new pointing word is—(Add *There* to holder.) Another word for *all* is—(Add *everyone*.) Another way to say Alice and Jerry is—(Add *They*.) The coat which belongs to you is—(add *your*) coat.

How quickly can you climb this word ladder? (Write *could*, *gave*, *lived*, *very*, *again*.)

Introducing new words and meanings (*called*, *far*, *if*, *make*, *mend*, *mender*.) Have the following sentences on board:

I will see if he is.

I will make one for you.

This word (write *all*) says—. Now it says—(Change to *call*.) And now it says—(Change to *called*.) Mother *called* Alice. Since you have learned to write this word, you know that it says—(Write *far*.) Alice lived not *far* from Mr. Carl. Yesterday we came to the end of a story. This word (write *end*) says *end*. Alice had a hole in her coat. Mother had to—(change *end* to *mend*) it. Now the word says—. When Mother was through, Alice said, "You are a good—(Write *mender*.)" Since you know this part (underline *er*), the word says—.

"Is Jerry home?" said Mother. Alice said—(Indicate sentence 1.) Let the sentence help you with—(Indicate *if*.) It says—. Jerry

liked chocolate cake. Mother said—(sentence 2). Think how the new word (indicate *make*) begins. Let the sentence help you. The word is—. (Add word cards for all new words to holder. Have several pupils read cards.)

Silent Reading

Contents page. Other things besides coats have to be mended. The title tells about a man who mends—. What is he called? On what page will we find out about him?

Page 19. *Picture clues.* Can you read all the signs? Have you any idea what The Toy Mender will work on, this morning?

Read the title and four lines. If you are good readers, you can find out three things about the store. Why could Alice and Jerry go there all by themselves? Finish the page and see.

Page 20. (Read the words on the bag and can, and allow time for picture discussion.) Read five lines and find out three more things about The Toy Mender. I wonder where he got his name. Read the next four lines and find out. What did The Toy Mender say about himself? Did he tell the truth? Finish the page and see.

Page 21. I hope you remember this new word. (Indicate *if* in sentence on board and hold up word card *If*.) What could The Toy Mender do with an old train? Read until you know. With an old airplane? With an old boat? With all old toys? Did he have a good time doing these things? Finish the page and see.

Oral Reading

The one who knows these cards (indicate *Mender*, *far*) may read page 19. (Continue with *called*, *mend* for page 20; *if*, *make* for page 21.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did we find out about the words *red* and *said*? Listen as I say *good*, *go*. Which word shall I write because it ends like *red*? (Write *good*; direct attention to final *d*; then erase word.) If I write *find*, all but the last letter, will someone finish it for me? (Continue with *had*, *could*, *did*.)

Here are two new words. (Write *Ben*, *Bed*.) One is a boy's name, *Ben*. The other says *bed*. If your eyes are sharp enough to

watch the last sounds, you can tell which one says *Ben*. Then which one says *bed*? (Continue with *fan, fed; Dad, Dan*.)

Developing visual acuity; Establishing sight vocabulary. (Write *Come in. I will go if I can. Here it is*. Have sentences read.) What do you notice about these words? (Underline *in, if, it, is*.) We will remember these words better if we learn to write them. Since they all begin alike, all you must do is think how they end. Who can use my beginning (write *i*) and make my word say *in*? (Continue in similar way.)

Vocabulary Enrichment and Extension

Synonymous meanings. *To fix* something is to ____ it. A toy *shop* is a toy—. *Everyone* means—. Another name for a *movie* is a—.

Supplementary Activities

1. *Workbook for The New Round About*, pages 11, 12. Be sure pictures on page 12 are correctly identified.
2. *Vocabulary First Reader Workbook*, pages 9, 10, 11.

UNIT 10

The Broken Doll (pages 22-23)

Materials Needed

Pocket Card Holder

Word Cards: broken called cried fell if make

Initial Procedure

Vocabulary review. (Have the following words on board: *could, best, very, was, with*.) Who can read and erase a word which begins like *vase*? (Continue in similar way.)

The Toy Mender! That is what the man in the store was—(Add *called* to holder.) He *could*—(add *make*) your old train run—(add *if*) you brought it to him.

Silent Reading

Page 22. Suppose we forget the contents page today and turn at once to page 22. Read the picture and see how Alice feels.

Look carefully. What has happened? Yes, her doll is *broken*. *Broken* begins like *brown*. Can you find *broken* in the title? In another place?

Read the title and the first four lines. It is too bad that it was this particular doll that was broken. Find out why. Read the next two sentences. How do you think the accident happened?

There is a new word in the next sentence. Think how it begins and jump over it. Now finish the page. Were we right about the way the accident happened? These two cards say—(Add *broken*, then *fell*, to card holder.)

Page 23. When Alice saw her broken doll, she did what any little girl would do. She—. Can you find *cried* in the first sentence? Alice must have cried very hard. Read the sentence and tell me why. This card says—(Add *cried* to holder.)

Mothers always know how to help us out. Read four lines. What did Mother say, and what did Alice do? Can you explain the picture? Read until you know what Alice said to The Toy Mender. He promises Alice something. Finish the page and find out what it is.

Oral Reading

The one who can read these cards (indicate *broken*, *fell*) may read page 22. (Use *cried* for page 23.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *pet*, *coat*. What do your ears tell you about these words? Let's prove that they end with the same sound and the same letter. (Proceed in usual way.) Listen as I say *best*, *big*. Which word shall I add to our list because it ends like *coat*? (Continue with *at*, *boat*, *breakfast*, *but*, etc.)

Integrating reading, writing, and spelling; Phonetic parts. In the word—(write *boy*) this part says—(Underline *oy* and give sound.) Listen as you say *toy*. Do you hear the part which says—(give *oy* sound)? Can you see and underline the part in this word? (Write *toy*.) Now use what you know and tell me what this word says—(Write *joy*.) When you are full of joy, you feel—
(Have *far*, *car*, *Carl*, *farm*, *her*, written as in previous units.)

Vocabulary Enrichment and Extension

Word meanings. (Write *Alice cried.*) What did Alice do when she cried? (Write "*Come here,*" *cried Alice.*) What did Alice do this time when she cried?

Supplementary Activities

1. *Workbook for The New Round About*, pages 13, 14. (Be sure pictures on page 14 are correctly identified.)
2. *Vocabulary First Reader Workbook*, pages 12, 13.

UNIT II

The Broken Doll (*cont.*, pages 24-25)

Materials Needed

Pocket Card Holder

Word Cards:	broken	cried	fell	make	tune
	called	far	if	once	work

Initial Procedure

Vocabulary review. (Have the following cards in holder: *broken, cried, fell, if, called, far, make.*) I hope your eyes and ears are—(write *open*) this morning. Find and read the word which tells what Alice did when she saw the broken doll. Find and read the word or words which begin with the same sound as *come*; as *funny*; as *brown*; as *monkey*. If you are very smart, you can read the last word.

Introducing new words and meanings (*once, tune, work*). (Have the following on the board.)

I was once a little girl.
all at once
I had to work.
I could play a tune.

"Mother," said Alice, "were you ever little?" "Yes," said Mother. (Indicate sentence 1.) That new word means "at one time," and it starts like *one*. (Tell word if necessary.) Then Mother went on,

"When I was a little girl, we bought a new piano. My, how happy I was. I did not learn to play—(Indicate phrase.) It was not easy to learn to play the piano." (Indicate sentence 2.) Think how this word begins (indicate *work*), and let the sentence help you. By and by—(Indicate sentence 3.) Think how the new word (indicate *tune*) begins. Let the sentence help you. Now do you know these words? (Add *once*, *work*, *tune* to holder.)

Silent Reading

Page 24. (Allow time for picture discussion.) I wonder if The Toy Mender had some work to finish before he could start on Betsy Lee. Read the first two-line sentence and see. Read the next two-line sentence. What does Alice do while she waits?

Read the next three lines. What is Alice looking at in the picture? Is the box where the story says it is?

Read the next three sentences and check with the picture. Does the box look the way the story says it does? Would you have wanted to do what Alice wants to do? Finish the page and see.

Page 25. Read two sentences. Find out what is the matter with that box. Before it was broken, what could it do? Read two more sentences, and don't forget that this word says—(Indicate *once*.) Would you have said what Alice said? Read three sentences and decide.

If you remember this word (indicate *work*), you can read the next three lines and find out why The Toy Mender hasn't fixed that box. How does Alice feel by the end of the page? Why?

Oral Reading

The one who can read this phrase (indicate *All at once*) may read page 24. (Use *tune*, *work* for page 25.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about the words *boat*, *pet*? Listen as I say *eat*, *doll*. Which word shall I write because it ends like *boat*? (Write *eat*; direct attention to final *t*; then erase word.) If I write *get*, all but the last letter, will you finish it for me? (Continue with *goat*, *got*, *rabbit*, etc.)

Here are two new words. (Write *feed*, *feet*.) One says *feed*. One says *feet*. If your sharp eyes watch the last sounds, you can tell which word says *feet*. (Continue with *Ned*, *Nan*; *wet*, *win*.)

Developing visual acuity; Establishing sight vocabulary. It helps us to remember hard words if we learn to write them. This word says—(Write *one*.) The new word we had today says—(Write *once*.) How are the words alike? How different? Can someone write the word *once*? Maybe you can do it without looking at my word at all. (Repeat with *one*.)

Vocabulary Enrichment and Extension

Synonymous meanings. The Toy Mender *began* to work. I know another word which means “began.” (*started*) A phrase which means “suddenly”! (*all at once*) (Continue with “beautiful” [*pretty*], “mend” [*fix*], “glad” [*happy*].)

Supplementary Activities

1. *Workbook for The New Round About*, page 15. Be sure pictures are correctly identified.
2. *Vocabulary First Reader Workbook*, pages 14, 15. Give sufficient guidance so that similar pages may be done independently.

UNIT 12

The Tune Box (pages 26-28)

Materials Needed

Pocket Card Holder

Word Cards: broken if everyone hear Thank work
cried every gay show tune

Initial Procedure

Vocabulary review. The Toy Mender had work to do. So have we. Can you read each of these words as I add them to the holder? (Add *broken*, *cried*, *if*, *everyone*, *show*, *Thank*, *tune*, *work*.) Can you read each of these words as I write them? (Write *stopped*, *did*, *open*, *That*, *Then*, *gave*, *now*.)

Introducing new words and meanings (*every, gay, hear*). The word which means "all of us" is—(Write *everyone*.) I wonder what the word says now. (Erase *one*.) You come to school—(indicate *every*) day. And this card (add *every* to holder) says—. In—(write *play*) this part says—(Underline *ay*.) Use what you know to get this new word. (Write *gay*.) When you feel happy, you feel—(Indicate *gay*.) This card says—(Add *gay* to holder.) You are all—(Write *here*.) *Here* means "in this place." I will write another word which says *hear*. (Write *hear*.) We use this word when we hear with our *ears*. I will tell you a joke. Inside this new word *hear* is the little word *ear*. (Underline *ear*.) If I remember the word *ear*, I know that the big word says—. And this card says—(Add *hear* to holder.) Will someone read the three new words?

Silent Reading

Contents page. I know what to call a box which plays a tune. Read the title and see if you do. To what page shall we turn?

Page 26. Don't forget this word. (Turn word card to show *Every*.) Now read the title and the first two-line sentence. How often did Alice go to the toy store? What did she ask every time she went? Read three lines to find out. How did The Toy Mender answer her? Finish the page and see.

Page 27. One day Alice did something before she went in. Read the first two-line sentence to find out what it was. The next sentence is a question. What does it ask? Read three more lines and be ready to answer the question.

What did Alice say? What did she do? The next two sentences tell. What did she say when she was in the store? Finish the page and see.

Page 28. Don't forget this word. (Write *work*.) Now it says—(Add *s*.) What did The Toy Mender say? What did he do? Read four sentences and find out. Now he tells Alice how to work the box. Read the next three lines and find out what she must do. I hope Alice remembers her manners. Read three lines and see if she does. What did she do when she got home? Finish the page and see.

Page 29. The picture makes us know that the next story will be about—(Jack).

Oral Reading

The one who knows this word (indicate *Every*) may read page 26. (Use *hear, gay*, for page 27.) The one who can tell how to make the tune box play may read page 28.

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *doll, fell*. What do your ears tell you about these words? Let's prove that *doll* and *fell* end with the same sound and the same letters. (Write words and direct attention to the fact that it takes two letters to end each word.) Listen as I say *want, will*. Which word shall I add to our list because it ends like *doll*? (Continue with *ball, bat; all, at; hill, hop*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word (write *may*) this part says—(Underline *ay* and give sound.) Listen as you say *stay*. Do you hear the part? Can you find it? (Write *stay* and have part underlined.) Now use what you know and write *gay*. *Day! Say!* (Review the writing of *far, car, boy, her*.)

Vocabulary Enrichment and Extension

Word meanings. When we talk about a place, we use—(Write *here*.) When we use our ears, we use this word. (Write *hear*.) Put your book *here*. Show me the word I used. (Repeat with several other sentences.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 16, 17, 18.
Be sure pictures on page 18 are correctly identified.
2. *Vocabulary First Reader Workbook*, pages 16, 17.

UNIT 13 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading.** In the following primers the pages noted may be used as supplementary reading under teacher guidance.

Fun with Dick and Jane, pages 10-17. (Give help with *guess*, page 10; *family*, page 13; *yellow*, page 17.)

Through the Gate, pages 18-29. (Give help with *yellow*, page 24; *has*, page 25; *must*, page 27.)

UNIT 14

Work to Do (pages 29-31)

Materials Needed

Pocket Card Holder

Word Cards: carry	fish	of	tree	work
cried	make	pear	truck	
fell	money	There	wagon	

Initial Procedure

Vocabulary review. (Have the following words and phrases on board: *came, out, find, do, wish, could, All at once, Just then, By the garden gate.*)

Can you read these cards as quickly as I add them to the holder? (Add *carry, cried, fell, fish, make, There, work.*) Underline a word or phrase you know on the board and read it for us.

Introducing new words and meanings (*of, money*). (Have the following sentences on board: *One of the boys is called Jack. See all my money.*) There are a good many boys living near my house, and—(Indicate sentence 1.) Jump over the new word and let the sentence help you. The new word is—, and this card says— (Add *of* to holder.) One day Jack shook all the pennies, nickels, and dimes out of his bank. Then he said—(Indicate sentence 2.) Think how the new word begins. It says—, and this card says— (Add *money* to holder.)

Silent Reading

Contents page. We have been working. Someone in our story will also have—. Read the title and see. On what page will the story begin?

Page 29. ■ Jack has work to do, why does he sit on the step? Have you any ideas? Read the title and the first two-line sentence.

What time of day does our story begin? Jack has no one to talk to. He must be thinking. Read five more sentences. What is he thinking about? Now finish the page. What is the something new going to be?

Pages 30-31. *Picture clues to new words.* Out by Jack's fence I see something which begins like *train*. The word *tree* looks like this. (Write *tree*.) When it means more than one, it says—(Write *trees*.) Find the word *trees* on page 30. The word *tree* two times on page 31! This card says—(Add *tree* to card holder.) I know what kind of tree it is, do you? You know how *pear* begins. How many times can you find the word *pear* on page 31? The word *pears*? Then this card says—. (Add *pear* to holder. Repeat procedures with *truck*, *wagon*.) Who can read all four of the new cards?

Jack sees some things which are not shown in the picture. Read five lines on page 30 and find out what they are. Now Jack makes a wish. Find out what he wishes for and why he wants it.

All at once (indicate phrase on board) something happens. Read the first three sentences on page 31 to find out what it was. Jack asks himself a question. Read until you know what the question was. Could you answer it? Something happens to give Jack a fine idea. Finish the page, find out what happened, and what idea it gave Jack.

Oral Reading

Page 29. Here is some work for you to do. Find two sentences which tell what kind of day it was; two that tell what Jack did not want to do. (Continue in similar way with succeeding pages.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about *will* and *fell*? Listen as I say *buy*, *sell*. Which word shall I write because it ends like *will*? How many letters will it take to finish the word? (Write *sell*; direct attention to double *l*; then erase word.) If I write *bell*, all but the last two letters, will you finish it for me? (Continue with *will*, *tell*, *call*, *hill*, etc.)

Here are two new words. (Write *well*, *weed*.) One says *weed*.

One says *well*. Keep your eyes open. Which one says *well*? How do you know? (Continue with *horn*, *hot*.)

Vocabulary Enrichment and Extension

Word meanings. (Use techniques from previous units to develop meaning of *truck* [a car]; *truck* [something worthless].)

Supplementary Activities

1. *Workbook for The New Round About*, pages 19, 20, 22.
2. *Vocabulary First Reader Workbook*, page 18.

UNIT 15

Pears to Sell (pages 32-34)

Materials Needed

Pocket Card Holder

Word Cards:	called	everyone	money	sell	They
	door	hear	no	someone	Who
	every	lady	penny	There	

Initial Procedure

Vocabulary review. Almost—(add *everyone* to holder) likes to make—(Add *money*.) (Continue to suggest sentences for the following words: *called*, *every*, *hear*, *no*, *There*, *They*.)

Introducing new words and meanings (*sell*, *penny*, *door*, *lady*, *someone*, *who*). If you think how words begin, you can help yourselves with all the new words. I am sure if Jack wants to make money, he must—(add *sell* to holder) his pears. Think how the word begins. It says—. Maybe he will charge a—(add *penny*) for a pear. I suppose he will ring the—(add *door*) bell. Maybe a—(add *lady*) will come to the—(indicate *door*). Maybe it won't be a lady. It might be—(add *someone*) else. Think how the word begins. Notice the word *one* on the end. It might be s_____one else. The long word says—. If that someone doesn't know Jack, he may say—(Write *Who are you?*) Jump over the new word and let the sentence help you. Our new question word is—, and this card (add *Who*) says—. (Review the new words.)

Silent Reading

Contents page. Were we right about what Jack would do with his pears? How do you know?

Page 32. I would like to buy Jack's pears. Read the title and three lines and find out why. Did Jack think he would have a hard time selling his pears? Read the next three sentences and see. How much is he going to charge? Read until you find out. How many does he sell? Finish the page and see.

Page 33. I wonder what is the matter. Read two sentences, and maybe you can find out. Is Jack as smart as you are? What does he decide to do? The next four lines will tell you. Why is he stopping at the house in the picture? Read the next three sentences and find out.

Don't forget these words. (Indicate *someone*, *door*.) Now finish the page. Why was Jack sure there was someone at home?

Page 34. Who came to the door? What did Jack say to her? Read five sentences and find out. Did Jack have good luck? The next four sentences will tell you.

Don't forget our new question word. (Indicate *Who* on board and in holder.) Something happens. Finish the page. Jack's ears are better than his eyes. Why do I think so? What do you suppose will happen next?

Oral Reading

The one who can read these cards (indicate *sell*, *penny*) may read page 32. (Use *door*, *someone* for page 33; *lady*, *Who* for page 34.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. If I write *ribbon*, all but the last letter, will someone finish it for me? (Continue with *wagon*, *fell*, *sell*, *mend*, *cried*, *pet*, *basket*.)

Here are three new words. (Write *pan*, *fan*, *fat*.) One says *fat*, one says *pan*, and one says *fan*. Which one says *pan*? (Continue with *wall*, *tall*, *wood*.) (DO NOT OMIT THESE ACTIVITIES.)

Developing visual acuity; Establishing sight vocabulary. (Write *What do you want?* *Who are you?* and have sentences

read.) What do you notice about the question words? Remember, it helps us to know words if we learn to write them. Who could use my beginning (write *Wh*) and finish the word *What*? Could you do it without looking at the word on the board? (Repeat with *Who*. Have several pupils try.)

Vocabulary Enrichment and Extension

Synonymous meanings. Another name for a woman is a—(lady). To earn money is to—(make) money. (Continue with *cent* [penny], *gay* [happy], *walk* [sidewalk].)

Supplementary Activities

1. *Workbook for The New Round About*, pages 21, 23, 25.
On page 25 call attention to the fact that two sentences are used together.
2. *Vocabulary First Reader Workbook*, pages 19, 20, 21.

UNIT 16

Pears for Pauline (pages 35-37)

Materials Needed

Pocket Card Holder

Word Cards:	called	How	Pauline	some	Who
	door	many	pet	someone	
	hear	of	sell	took	

Initial Procedure

Vocabulary review. (Have the following words on board: *Hello, surprise, Good, very, best, again, gave, laughed.*)

I hope Jack can—(add *sell* to holder) some—(add *of*) his pears to—(add *someone*). (Continue to suggest sentences for *called, door, hear, pet, Who*.)

Here is my word store. (Indicate words on board.) How many can you buy? You must ask for a word by name. Then you may take it by erasing it.

Introducing new words and meanings (*Pauline, some, took, how, many*). Someone in our new story is named *Pauline*. (Add card to holder.) Who do you think *Pauline* will be? Why?

Since this word (write *someone*) says—, now it will say— (erase *one*). Then this card says—(Add *some* to holder.) Maybe *Pauline* will buy—(indicate *some*) pears. If this word says— (write *look*), this word says—(write *took*) and this card says— (add *took* to holder). When Jack walked up to the door, he—(indicate *took*, then *some*) pears. If this word (write *now*) says—, this word will say—(write *how*) and this card will say—(add *How* to holder). Now can you read my sentence? (Write *How many pears did Jack have?*) Think how the new word begins. Let the sentence help you. The new word is—, and this card says—(Add *many* to holder and review all new words.)

Silent Reading

Contents page. Something nice will happen to *Pauline*. How do I know? To what page must we turn to find out if she is really a little girl?

Page 35. Who came to the door this time, and what did that person say? Read the title and two sentences to find out. Jack gets a big surprise. Read six lines. Find out the surprise and also what Jack says.

Will Mr. Green buy some pears? Read the next two sentences and see what you think. Jack asks a question. What is his question? Does Mr. Green tell him who *Pauline* is? Finish the page and see.

Page 36. Do the pictures give away a secret? Who else that you know had a bird like this?

I don't believe Jack knows who *Pauline* is at the beginning of page 36, but he wants to be very nice to her. Read three sentences. What makes me think he wants to be nice? What happens when Jack gets into the house? Does he find out who *Pauline* is? Be big readers; finish the page and see.

Page 37. Mr. Green doesn't want a sick parrot. Read two sentences and find out what makes me think so. Did *Pauline* have enough? The next two lines will tell you. Would you have done what Jack did? Read the next sentence and see. Now finish the page. Mr. Green asks Jack a question. Can you answer it?

Oral Reading

The one who knows these two words (indicate *Pauline*, *some*) may read page 35. (Continue with *took*, page 36; *How, many*, page 37.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *hop*, *Jip*. What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letter. (Continue as in similar units, adding such words as *jump*, *snap*, *cap*, *sleep*, etc., to list on board.)

Integrating reading, writing, and spelling; Phonetic parts. In the word *took* (write *took*) this part says—(underline *oo* and give sound). Listen as I say *look*. Do you hear the part which says—(give “*ōō*” sound)? Find the part. (Write *look* and have *oo* underlined.) Now use this part and write *book*; *hook*. (Review the writing of *car*, *her*, *toy*, *day*.)

Vocabulary Enrichment and Extension

Word associations. How many different kinds of work do your fathers do? Suppose you each tell of a different kind of work.

Supplementary Activities

Vocabulary First Reader Workbook, pages 22, 23, 24. Give sufficient guidance on page 23 so that similar pages can be done independently.

UNIT 17

Pears for Pauline (*cont.*, pages 38-40)

Materials Needed

Pocket Card Holder

Word Cards:	bank	many	pennies	sell	took
	how	money	penny	Thank	twenty
	make	much	put	There	

Initial Procedure

Vocabulary review. (Have the following words on board: *night, That, out, hole, find, Is, Not.*) How quickly can you climb the word ladder, erasing the words as you climb? I hope we won't have any steps left over when you are through.

We did not know—(add *how*, then *many* to holder) pears Jack had to—(add *sell*. Continue to suggest sentences for *make, money, penny, Thank, There, took.*)

Introducing new words and meanings (*pennies, twenty, much*). Since you know this word (write *penny*), maybe you know this one also. (Write *pennies*.) This card says—(Add *pennies* to holder.) If this number says—(write 20), this number word also says—(write *twenty*) and this card says—(Add *twenty* to holder.) Now suppose you read my question. (Write *How much money will Jack get?*) Let the sentence and the way the word begins help you know that this word says—(Indicate *much*.) Then this card says—(Add *much* to holder.) Maybe we will find the answer to that question in our story.

Silent Reading

Page 38. We didn't know how many pears Jack had. I wonder if he did. Read three sentences and see. When he was through counting, what did he find out? Read three more lines and find out. Now finish the page. Jack asks Mr. Green a question. How would you answer the question?

Page 39. How does Mr. Green answer the question? Read the first two-line sentence and see. How many pennies do you think Jack should get? Read four lines and see how many Mr. Green wants to give him and why. What does Jack think about it and why? Finish the page and find out.

Page 40. *Picture clues to new words.* Explain what Jack is doing in the picture. Then that funny-looking bird must be a—. You know how *bank* begins. Find it two times. What is Jack doing? You know how *put* begins. I can find it two times. Can you? Then these cards say—(Add *bank, put* to card holder.)

How long did Jack stay after he got the pennies? Read the first two-line sentence and figure it out. Did all the pennies go into the bank, or did Jack keep a few out to spend? Read until you

know. I think he is talking to Mother as he puts in the pennies. Finish the page. What is he saying?

Page 41. Your eyes can't help but go ahead to the next page where the organ man and his monkey are waiting. The next part of our book is about them. Could anyone read the title?

Oral Reading

(Divide the group into three smaller groups. Assign one of the three stories about Jack to each group. Give whatever help is necessary in preparation for having the stories read aloud by pages.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about the words *jump* and *cap*? (Proceed as in similar units, having pupils add the last letter to such words as *sleep*, *snap*, *Jip*, *hop*, etc.)

Here are two new words. (Write *mad*, *moon*). One says *mad*. When you are angry, we may say you are *mad*. The other word says *moon*. Which word says *mad*? How did you know? (Repeat with *still*, *step*; *sled*, *slip*.)

Developing visual acuity; Establishing sight vocabulary. (Review techniques from Unit 6 with *This*, *That*, *There*.)

Vocabulary Enrichment and Extension

Word meanings. Jack put his money in a—(Write *bank*.) Of course you know what *bank* means in my sentence. Last Saturday I saw some boys fishing on the *bank* of a river. What is a riverbank?

Supplementary Activities

1. **Workbook for The New Round About**, pages 24, 28. Be sure pictures on page 24 are correctly identified. Give sufficient guidance on page 28 so that similar pages can be done independently.
2. **Vocabulary First Reader Workbook**, pages 25, 26.
3. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 31, 32. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 6 on

the initial consonant test; a score of at least 7 on the vocabulary test. At this time, check each pupil individually with the word cards for the new first-reader vocabulary. (See pages 206-7 of the first reader.)

UNIT 18 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading.** In the following primers the pages noted may be used as supplementary reading under teacher guidance.
Fun with Dick and Jane, pages 22-29. (Give help with *cars*, page 26; *cookie*, page 29.)
Through the Gate, pages 14-17. (Give help with *bed* and *sleep*, page 15; with *we*, page 17.)
Up the Street and Down (American Book Company), pages 6-13. (Give help with *fun* and *we*, page 6.)

UNIT 19

Breakfast for Two (pages 42-45)

Materials Needed

Pocket Card Holder

Word Cards

bank	money	no	river	sun	took
funny	monkey	organ	road	There	town
How	much	put	some	They	truck

Initial Procedure

Vocabulary review. (Have the following cards in holder: *bank*, *How*, *money*, *much*, *no*, *put*, *river*, *some*, *There*, *They*, *took*, *truck*.) Have pupils play "One, Two, Three! How Many for Me?" to read and remove cards.

Introducing new words and meanings (*organ*, *monkey*, *funny*, *road*, *town*). If you remember the last picture we saw yesterday you recall that the man had an *organ*. (Add word card

to holder and discuss the working of a hand organ.) He also had a—(Add *monkey*.) I imagine the children thought the monkey looked very—(Write *f*____; wait for word to be suggested; then complete *funny*, and add word card to holder.) Maybe the organ man was walking down the—(Write *r*____, and proceed as with *funny*.) Maybe they were going to—(Write *town* and underline *ow*.) Think how the word begins and what the part says. Then this card says—(Add *town* to holder and have new words reread.)

Silent Reading

Contents page. Before you came to school, I hope you all had a good—(Write *Breakfast*.) Now can you find and read the title of the new unit in our books? When I read the title of the first story, I know what time of day it is. Do you?

Page 42. It will be a very nice day. How do I know? You know how *sun* begins. Find it once on page 42; once on page 43.

We thought we knew the time of day. Read the title and two sentences. Were we right? Finish the page and check with the picture. Does the story tell us the same things the picture does? How do you know?

Page 43. I think you might have laughed if you had seen the man and his monkey. Read the first two-line sentence and find out why. Now read three more lines. Does the story tell something else which the picture tells? The organ man talks to his monkey. Finish the page. I know one thing they will not have for breakfast, and I know why. Suppose you find out what it is. I know something the man wants for breakfast. Do you?

Page 44. Read the first two sentences. Does the picture tell what the story tells? Now read the next two-line sentences. Who was on the wagon, and what did he do? What did the boy say to the monkey? Read five sentences and find out. Now read until you know what the monkey did with the penny. What happened to the boy? Finish the page and see.

Page 45. I am sure the man and his monkey are coming to—(Indicate *town*.) How do I know? I don't believe the man can go into a restaurant and buy some breakfast. Read the page and find out why not. What will he do instead? Do you know the next thing he will want for breakfast?

Oral Reading

The one who knows these words (indicate *sun*, *road*) may read page 42. (Use *funny* for page 43; *town* for page 44; *organ*, *monkey* for page 45.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *big*, *dog*. What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letter. (Proceed as in previous units, adding to the list such words as *hug*, *pig*, *frog*, etc.)

Developing visual acuity; Establishing sight vocabulary. (Review techniques from Unit 9 with *in*, *is*, *if*, *it*.)

Vocabulary Enrichment and Extension

Synonymous meanings. Alice had a tune box. Is there a tune box in our story today? The organ man turns the grinder and grinds out music just as the grocer grinds coffee. We might call him an organ—. Another name for a road is a—(street, highway).

Supplementary Activities

1. *Workbook for The New Round About*, pages 26, 27.
2. *Vocabulary First Reader Workbook*, page 27.

UNIT 20

Breakfast for Two (*cont.*, pages 46-49)

Materials Needed

Pocket Card Holder

Word Cards: carry funny How next shining There
cried give lady No someone town

Initial Procedure

Vocabulary review. The dog in the pet show could—(add *carry* to holder) a basket. (Continue to suggest sentences for *cried*, *funny*, *How*, *lady*, *No*, *someone*, *There*, *town*.)

Do you remember that the dog Jack got from Mr. Green had a bad habit? He liked to—(Write *snap*.) I am—(write *very*) glad you remembered the word—(Indicate *snap*.)

Introducing new words and meanings (*shining, give, next*).
(Have the following sentences on board.)

The sun was shining.

His house is next door to me.

Please give me some breakfast.

We knew that it was a nice day in our story this morning because—(Indicate sentence 1.) Think how the new word begins. (Underline *sh*.) The word says—, and this card says—(Add *shining* to holder.) In my block, my house comes first; then comes John's. So—(sentence 2). Think how the new word begins. Jump over it. It says—, and this card says—(Add *next* to holder.) I am sure the monkey was very hungry. He couldn't talk, but he wanted to say—(sentence 3). Think how the new word begins. It says—, and this card says—(Add *give*.)

Silent Reading

Page 46. The organ man was going to play a tune for something to eat. Where did he go first? Was anyone at home? Read three lines and see. What did the man say? What did he do? Read four more lines and see. Read three more lines. What did he say to the lady? Now finish the page. Did he get some breakfast? Why not?

Page 47. What did the organ man decide to do? Read three lines and find out. Read four more lines. Where did he go next? What does the story tell which is also told by the picture? What does the man say this time and what does he do? Finish the page and see. Do you know what the third thing is he wants for breakfast?

Page 48. Dear me! Will the dog bite Little Monkey? Read seven lines and see if he does. Finish the page. What does the organ man say, and what does he decide to do?

Page 49. I wonder if the organ man has better luck on this page. Can you count eleven lines? Read that far and find out about the organ man's luck. Now finish the page. Why is the

organ man looking at Little Monkey so kindly? What is the fourth thing he wants for breakfast?

Oral Reading

The one who knows these words (indicate *shining*, *give*) may read page 46. (Use *next* for page 47.) The one who knows what the dog is about to do may read page 48. The one who knows what the man called his monkey may read page 49.

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about *dog* and *hug*? Which word, *frog* or *fish*, shall I write on the board because it ends like *dog*? (Proceed as in previous units, having pupils add last letter to such words as *pig*, *flag*, *wag*, etc.)

Here are two new words. (Write *bun*, *bud*.) One says *bun*; a biscuit is sometimes called a *bun*. The other says *bud*; trees and flowers have buds. Which word says *bud*? How do you know? (Continue with *fill*, *fit*, *rap*, *rug*.)

Developing visual acuity; Establishing sight vocabulary. (Write *Please give me the ball. I gave it to Jerry*. Have sentences read.) This word says—(Write *give*.) This one says—(Write *gave*.) How are the words alike? How different? I remember which one says *gave* because the name of this letter is *a* (indicate *a*), and I hear it as I say the word. Listen as you say *gave*. Do you hear the *a* sound? If we learn to write these words, we will remember them. Who can write *gave* and use the letter *a*? The word *give*?

Vocabulary Enrichment and Extension

Word meanings. Cross dogs sometimes—(Write *snap*.) Mother sometimes sews a—(indicate *snap*) on our clothes. When something is very easy, we may say it is a—.

Supplementary Activities

1. *Workbook for The New Round About*, page 29. Be sure pictures on page 29 are correctly identified. Do first two exercises with pupils.
2. *Vocabulary First Reader Workbook*, pages 28, 29, 30.

UNIT 21

Mr. Carl and Little Monkey (pages 50-53)

Materials Needed

Pocket Card Holder

Word Cards

broken	danced	make	of	sell	someone	work
called	if	mend	put	show	Who	

Initial Procedure

Vocabulary review. When something is—(add *broken* to holder), we must—(add *mend*) it. (Continue to suggest sentences for *called, if, make, of, put, sell, show, someone, Who, work.*)

I hope you remember this phrase (write *All at once*) and these old words. (Write *help, hop, surprise, get.*)

Introducing new word and meaning (*danced*). I am sure when the organ man played a gay little tune, the monkey—(Write *d_____*, wait for suggestion *danced*, complete word, and add word card to holder.)

Silent Reading

Contents page. When I read the title, I really believe Little Monkey will get some breakfast. See if you do. Why?

Page 50. Even if I didn't see Mr. Carl, I would know he lived here. Why? Mr. Carl is having some trouble of his own this morning. Read the title and six lines. Find out what the trouble is. Will he mend the gate all by himself? Does he get right to work? What does happen? Finish the page and see.

Page 51. Do you think Mr. Carl likes that monkey? Read until you come to a sentence which proves that he does. How did the monkey get on the gate? Did he hop up? Finish the page and see.

Page 52. Mr. Carl asks the man a question. Read until you know what the question is. The man answers the question and asks one of his own. Read five lines to find out what he says. Will Little Monkey get his breakfast? Finish the page and see.

Page 53. How many tunes did the organ man play? Read until you find out. Did Little Monkey do what we thought he would

do? Finish the page and see. Do you know what the organ man wants for breakfast by this time?

Oral Reading

The one who can tell something about Mr. Carl's gate may read page 50. (Continue with *all the things the organ man wants for breakfast* for page 51; *what the monkey did to earn his breakfast* for page 52; *how many tunes the man played* for page 53.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. (Develop the final sound *k* according to techniques suggested in previous units, using such words as *took, walk, work, look*, etc.)

Developing visual acuity; Establishing sight vocabulary. (Review procedures from Unit 11 with *one, once*; from Unit 20 with *give, gave*.)

Vocabulary Enrichment and Extension

Word meanings. Sometimes we live in a—(Write *city*.) Sometimes we live in a—(Write *town*.) What is the difference between a city and a town? Alice and Jerry live in a village. (Write *village*.) What is the difference between a town and a village?

Supplementary Activities

1. *Workbook for The New Round About*, pages 30, 33, 36. Be sure pictures on page 30 are correctly identified. Give sufficient guidance on page 33 so that similar pages can be done independently.
2. *Vocabulary First Reader Workbook*, page 31.

UNIT 22

Breakfast with Little Monkey (pages 54-57)

Materials Needed

Pocket Card Holder

Word Cards:	called	door	fell	many	There
	cried	every	hear	next	twenty

Initial Procedure

Vocabulary review. I think—(add *twenty* to holder) pennies are a good—(Add *many*. Continue to suggest sentences for *called, cried, door, every, fell, hear, next, There.*) I hope you can still read this phrase. (Write *All at once.*)

Silent Reading

Contents page. As soon as I read the title, I know that Little Monkey has some good luck at last. Why? Who do you think will have breakfast with him?

Page 54. Dear me! What is happening here? Why are Alice and Jerry tumbling out of bed in such a hurry? Can you guess? You know how the word *bed* begins. Find it two times on page 54.

Read the title and two sentences. Find out something about Alice we didn't know before. See if we were right about why she is tumbling out of bed. Now finish the page. Does Jerry hear the tunes? What wakes him up and what does he say?

Page 55. Something was different at Alice's house that day. Read three lines and find out what it was. Poor Grandmother! What happens in the next five lines? Who else is on the run? Finish the page and see.

Page 56. Read until you find out what Alice says to the organ man. Until you find out what Jack says! Jerry!

Page 57. How many tunes did the man play in the first sentence? In the second? Altogether? Now finish the page. Then check with the picture. Is the organ man getting all the things he wanted for breakfast? Something Mr. Carl talks about is missing from the picture. What is that?

Oral Reading

Find and read the sentence which tells where Alice lived. The one which tells that Grandmother had breakfast all ready! (Continue in similar way.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did your ears tell you about *work* and *took*? Listen as I say *walk, went*. Which word shall I write on the board

because it ends like *work*? (Continue as in previous units, having pupils add the last letter to such words as *dark*, *park*, *fork*, etc.)

Here are two new words. (Write *dull*, *dug*.) One says *dull*. The other word says *dug*. Which word says *dull*? How do you know? (Continue with *fun*, *fed*; *dark*, *dart*; *tag*, *tap*.)

Supplementary Activities

Workbook for The New Round About, pages 34, 37. Give sufficient guidance on page 37 so that similar pages can be done independently.

UNIT 23

Breakfast with Little Monkey

(*cont.*, pages 58-60)

Materials Needed

Pocket Card Holder

Word Cards: everyone	many	put	They
give	much	Thank	

Initial Procedure

Vocabulary review. I wonder if—(add *everyone* to holder) in this group has had as—(add *much*) fun as Alice did with the monkey. (Continue to suggest sentence for *give*, *many*, *put*, *Thank*, *They*.) I hope you can read this phrase. (Write *All at once*.) And this one! (Write *Once again*.) I hope you remember what birds say—(Write *Tweet*.)

Silent Reading

Page 58. What is Mr. Carl doing? Have you any idea what may be in the basket? You can find out what he and the organ man are saying by reading the whole page.

Page 59. What is Alice doing? Where did she get the ribbon? You can find out why she is doing this by reading the whole page.

Page 60. I hope you haven't forgotten the big green bird which Alice found at Mr. Carl's. Read until you find out what the bird said when he saw the monkey. Now finish the page. How much longer did Little Monkey stay at Mr. Carl's?

Page 61. Evidently the next part of our book will be about two new boys. Their names are—(Read names if necessary.)

Oral Reading

(Divide the group into three smaller groups. Assign one of the three stories in this unit to each group. Give whatever help is necessary in preparation for having the entire unit read aloud.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *carry, lady*. What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letter. (Proceed as in previous units, adding such words as *happy, many, twenty*, etc. to list on board.)

Integrating reading, writing, and spelling; Phonetic parts. In the word (write *now*) this part (underline *ow*) says—(give sound). Listen as I say *cow*. Can you hear the part which says—(give *ow* sound)? Can you see it? (Write *cow* and have *ow* underlined.) Use what you know and write *how; bow*. (Review the writing of *far, her, boy, gay, took*.)

Vocabulary Enrichment and Extension

Word associations. How many things come to your minds when I say *Mr. Carl? The Toy Mender! The Organ Man!*

Supplementary Activities

1. *Workbook for The New Round About*, pages 35, 39, 40.
2. **Tests.** Give the informal tests on pages 42, 43 of the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 6 on the initial-consonant test, a score of at least 3 on the comprehension test. At this time, check each child individually with the word cards for the first-reader vocabulary. (See pages 206-7 of the first reader.)

UNIT 24 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 30-44. (Give help with *where*, page 30; with *four*, page 35.)
Through the Gate, pages 30-37. (Give help with *squirrel*, page 32; with *nut*, page 34.)
Up the Street and Down, pages 14-22. (Give help with *hill* and *street*, page 19; with *stop*, page 20.)

UNIT 25

The Twins (pages 62-64)

Materials Needed

Pocket Card Holder

Word Cards:	Billy	called	party	They
	birthday	Everyone	put	were
	Bobby	funny	There	

Initial Procedure

Vocabulary review. I hope you can read each word I—(add *put* to holder) in the holder. (Add *There*, *They*, *called*, *Everyone*, *funny*.) I hope you remember this word (write *All*) and—(write *lived*).

Introducing new words and meanings (*were*, *birthday*, *party*, *Bobby*, *Billy*). (Have the following sentences on board.)

They were not at home.

It was his birthday.

He had a party.

One day Jack came to see Alice and Jerry, but—(Indicate sentence 1.) Think how this word begins; think what this part says—(underline *er* in *were*); then let the sentence help you. The new word is—(Add *were* to holder.) Jerry liked all days, but there

was one he liked better than others. (Sentence 2.) Look quickly through this long word. (Underline *birthday*.) What word do you see on the end? Now think how the word begins. This part says— (Underline *ir* and give sound.) It was his bir——. Then this card (add *birthday* to holder) says—. The reason he liked that day is that—(sentence 3). Think how this word begins, and remember what this part says. (Indicate *party* and underline *ar*.) The new word is—(Add *party* to holder.) I hope you have not forgotten that the boys we will read about are—(Add *Bobby*, then *Billy*.)

Silent Reading

Page 62. Turn at once to page 62. Find out something very interesting about Bobby and Billy. Brothers who look alike, dress alike, and are the same size are—. *Twins* begin like *tweet*. Can you find the word *twins* in the title? Again on page 62? Now read the whole page. Find out something about the twins which the picture does not tell.

Page 63. Read the first two-line sentence and find out what happened one day. Does the picture give you an idea where Mother was going?

Read four more lines. Mother asked the twins a question. What was the question and how would you answer it? Finish the page. How did the twins answer Mother? Did their wish come true? (Read words on the boxes and have pupils decide what Mother will do with the cake flour, sugar, and candy.)

Page 64. The best thing in this picture is the—(Write *c*——; wait for suggestion *cake*; then complete word.) Can you find the word *cake* on page 64? On the cake are—(Write *can*; wait for suggestion *candles*; then complete word.) Find the word *candles*. (Allow time for further enjoyment of picture. Explain the caps and balloons as favors.)

Who came to the party? Read the first sentence and see. Did the twins get any presents? Read until you find out. What was the first thing the boys and girls did at the party? The next three sentences tell. Now finish the page. What did Mother say as she walked in with the cake?

Oral Reading

On page 62 find and be ready to read two sentences which tell where the twins lived; two which tell about their clothes. (Continue in same way with following pages.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about *carry* and *happy*? Listen as I say *Bobby, Jack*. Which word shall I write on the board because it ends like *carry*? (Write *Bobby*; direct attention to final *y*; then erase word.) If I write *Billy*, all but the last letter, will someone finish the word for me? (Continue with *party, bed, next, town, put, took, sell, dog*.)

Verb forms. If Bobby had come to see me, I would say—(Write *Bobby was here*.) We say—(write *was*) when we mean one person. If both Bobby and Billy had come, I would say—(Write *Bobby and Billy were here*.) We use—(write *were*) when we mean more than one. Suppose Alice and Jerry had come. Show me what word I would have used. What would I have said? (Repeat with *Jack*.)

Vocabulary Enrichment and Extension

Compound words. Since there are two little words in this big word (write *everyone*), we call this word a compound word. Who can draw a line between the two little words? (Repeat with *into, someone*.) Could you put these two words together to make a compound word? (Write *basket*; then add *ball*. Continue with *greenhouse, henhouse, raincoat, riverbank, workman*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 38, 41, 45.
2. *Vocabulary First Reader Workbook*, page 32.

UNIT 26

The Twins (*cont.*, pages 65-67)

Materials Needed

Pocket Card Holder

Word Cards:	another	candles	five	party
	birthday	every	fun	six
	cake	everyone	ice-cream	year(s)

s card (An s in parentheses after a word indicates that an s card is to be used to build the word called for.)

Initial Procedure

Vocabulary review. Jerry liked his—(add *birthday* to holder) because he had a—(add *party*). He also had a—(add *cake*) with—(add *candles*). Almost—(add *everyone*) came, and—(add *every*) boy and girl had a good time.

Introducing new words and meanings (*another, fun*). (Have the following sentence on board: *I wish I had another one.*) Jerry never thought one ice-cream cone was enough. He always said—(Indicate sentence.) I will tell you this word (indicate *another*) if I must, but I hope the sentence will make you get it without help. The new word is—, and this card says—(Add *another* to holder.) The organ man and his monkey looked—(Write *funny*.) I wonder what this word says now. (Erase *ny*.) Everyone who came to the party had so much—(Add *fun* to holder.)

Difficult phrases. (Have the following phrases on board: *There were so much fun The very next morning.*) Many of our sentences begin this way. (Indicate phrase 1.) Read the phrase and start the sentence on the right track. Everyone at the party had—(phrase 2). Something very funny happened—(phrase 3).

Silent Reading

Page 65. Take a careful look at the cake. How many candles can you count? Do you think Billy is ten years old? Why not? Then why are there ten candles on the cake? If the candles are for both boys, how many candles are for each? (Have ten pieces of chalk divided into two groups of five.) Then how old do you

think Billy is? Bobby? You know how *five* begins. Find it two times when it begins with a capital. Two times when it begins with a small letter! *Years* looks like this. (Write *years*.) How many times can you find it? Then these two cards say—(Add *five* and *years* to holder.) Those candles are doing just what the sun was doing. What was that? Now read the page. Find and be ready to read the two sentences which tell how old the twins were.

Whenever I have birthday cake, I want something to eat with it. What is that? *Ice-cream* is a long word. It looks like this. (Write word.) Turn the page and see if you see some ice-cream in the picture.

Page 66. Read three lines and be ready to prove that there was ice-cream at the party. Read until you find out what every boy at the party ate. Read the next sentence. What did every girl eat? Read until you find out what the boys and girls did when the ice-cream and cake were gone. Finish the page. Do you agree with Bobby and Billy?

Page 67. I see more than twin boys on this page. How many twin things do you see? I think this must be—(Indicate phrase 3 on board.) Then how old are Bobby and Billy today? How long will they be five years old? After that they will be—(Write *s*—; wait for suggestion *six*; then complete word.)

What happened the very next morning? The first sentence tells. I hope you remember this word. (Indicate *another* in sentence on board.) Billy makes a very strange wish. Read three lines. What is the wish, and why does Billy make it? What does Mother think about that wish? Finish the page and see.

Oral Reading

The one who knows these two cards (*five, years*) may read page 65. (Use *ice-cream, fun*, for page 66; *another, six*, page 67.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *farm, him*. (Continue as in similar units, adding such words as *am, drum, plum, swim, broom* to list on board.)

Do you like puzzles? Here are some word puzzles which are great fun. I will write three new words. (Write *read, ready, head*.)

One says *read*; I read a book yesterday. One says *ready*; I am ready to go. The other word says *head*. Can you work my puzzle? Which word says *ready*? How do you know? (Continue with *dug*, *rug*, *rip*; *ten*, *tell*, *bell*; *boot*, *book*, *cook*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word (write *birthday*), this part (underline *ir*) says—(Give sound.) Listen as I say *girl*. Can you hear the sound? Can you see it? (Write *girl* and have *ir* underlined. Continue with *bird*. Continue as in previous units with *car*, *her*, *now*, *took*, *day*, *boy*.)

Vocabulary Enrichment and Extension

Word meanings. The twins had a birthday—(Write *cake*.) This morning I washed my hands with another kind of cake. What was that? Sometimes I have cakes for breakfast. What kind of cakes are they? In your paintbox there are cakes of—. Once I saw an ice wagon with cakes of—. What other kinds of cakes do you know?

Supplementary Activities

1. *Workbook for The New Round About*, pages 44, 46. Be sure directions are understood on page 44.
2. *Vocabulary First Reader Workbook*, pages 33, 34.

UNIT 27

Summer Days (pages 68-69)

Materials Needed

Pocket Card Holder

Word Cards: another fun party they year(s)
early Grandfather six We
five hear summer were

Initial Procedure

Vocabulary review. The twins wished that—(add *they*, then *were*, then *six*, then *years* to holder) old so that they could have—(add *another*, then *party*). But they were only—(Add *five*.) They certainly had—(Add *fun*.) They made so much noise that everyone

could—(add *hear*) them. (Play “One, Two, Three! How Many for Me?” to have cards reread and removed from holder.)

Introducing new words and meanings (*summer, we, early*). (Have the following sentences on board: *It was summer. We will all go. We will get up early in the morning.*) School was over and vacation time had come. So you know it was this time of year. (Indicate sentence 1.) Think how the new word begins and ends. It was s——er. Then this card says—(Add *summer* to holder.) The family was going away. Instead of saying to Alice, “Father, Jerry, you, and I will go,” Mother said—(sentence 2). Think how the first word begins. Hop over it, and let the sentence help you. The new word says—, and this card says—(Add *We* to holder.) Father wanted to start before breakfast. So Mother said—(sentence 3). I will tell you this word (indicate *early*) if I must, but I hope the sentence will do the work. The new word says—, and this card also says—(Add *early* to holder.)

Silent Reading

Contents page. I know what time of year it is going to be in our story. Do you? To what page shall we turn to find out what the twins do in summer?

Page 68. Have you any idea where the twins are going? Who might live on this farm?

Yesterday Billy made a wish. Today someone else is wishing. Read four lines. Who is wishing and why? Read three more lines. Does Mother give the same answer? Now finish the page. What great good news does Mother have for the twins? When will they go?

Page 69. The first sentence is a question. Read and find out what it asks. What was the first thing the twins did? The next three lines will tell you. Of course you knew that this new word was—(Add *Grandfather* to holder.)

Read the next sentence. What happened when breakfast was over? Now finish the page. Be ready to tell at least five kinds of animals Grandfather had on his farm.

Oral Reading

The one who knows these cards (*summer, we*) may read page 68. (Use *early* and *Grandfather* for page 69.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did your ears tell you about *farm* and *him*? (Continue as in similar units, having pupils add the last letter to such words as *drum*, *am*, *room*, *swam*, etc.)

If I write *hug*, all but the last letter, will someone finish the word for me? (Continue with *bed*, *work*, *sell*, *farm*, *down*, *hop*, *pet*, *early*.)

Developing visual acuity; Establishing sight vocabulary. When we talk about one twin, we say—(Write *Bobby was here*.) When we talk about two, we say—(Write *They were here*.) We will remember these words (underline *was* and *were*) if we learn to write them. Who can write *was*? Can you do it without looking at my word? (Repeat with *were*.)

Vocabulary Enrichment and Extension

Meaning of pronouns. (Write *He*, *his*, *him*, *She*, *her*, *They*, *We* on board.) Can you find a word we use when we talk about more than one person? Underline it and use it in a sentence. A word we use when we talk about a boy? (Continue in similar way.)

Supplementary Activities

Vocabulary First Reader Workbook, pages 35, 36, 37.

UNIT 28

Summer Days (*cont.*, pages 70-71)

Materials Needed

Pocket Card Holder

Word Cards: early long much shining s card
 from many picnic thing

Initial Procedure

Vocabulary review. Not all days are sunny. On some days it may—(Write *rain*.) Then you can—(write *splash*) in the—(Write *puddles*.)

On many days the sun is—(Add *shining* to holder.) Then you are sure to get up—(Add *early*.) There is so—(add *much*) to do and so—(add *many*) ways to have fun.

(Have the following phrases on board: *On some days, There were, They all had, They took, Then everyone ate, In just five days, They went, Then one day, By and by.*) If we are to enjoy reading, it is important that our sentences start on the right track. Here are some of the ways our sentences will begin today. I will start on the first track and finish a sentence of my own: *On some days I go to school.* Can someone use my beginning and finish a sentence of his own? (Continue in similar way.)

Introducing new words and meanings (*long, things, from*). Jerry liked to ride with Father in the car. Sometimes it was a short ride, but sometimes they went away out into the country. Then it was a—(Write *l*—; wait for suggestion *long*; then complete word.) This card says—(Add *long* to holder.) If this word says—(write *something*), now it says—(erase *some*) and now it says—(add *s*). Sometimes Father had only one—(add *thing* to holder) to do. Sometimes he had many—(add *s* card to *thing*.) One day Jip ran away with Jerry's glove. Jerry caught him and took the glove away—(Write *from Jip*.) This card says—(Add *from* to holder, and have new words reread.)

Silent Reading

Page 70. Of course the picture tells one thing the twins enjoyed doing, but it doesn't tell the best thing. Read four lines and find what the best thing was. The next four lines tell about the weather. What kind of weather was there that summer? Now finish the page and find out what happened one special day.

Page 71. The picture makes me know that some people you know are having a—. You know how *picnic* begins. I can find it five times. Can you? Then this card says—(Add *picnic*.)

What was the first thing that happened that picnic morning? Read three lines and find out. What happened when they came to the river? The next two sentences tell. Where did they have the picnic? Read until you find out. What happened to that basket? Read three more lines and check with the picture. Be ready to tell some of the things that came—(indicate *from*) it.

Finish the page. How many days was it before the twins went home again?

Oral Reading

Find and be ready to read aloud the sentences which tell what happened on rainy days. (Continue in similar way.)

Word Recognition Techniques

Associating final word sound with the letter which represents it. Listen as I say *girl*, *Carl*. What do your ears tell you about these words? Watch as I write—(Write *girl*.) Do you notice that this time it takes just one letter to finish the word? (Indicate *l*.) I will write *Carl*, all but the last letter. Will you add one letter and finish the word for me? (Continue with *animal*, *curl*, *squirrel*.)

Integrating reading, writing, and spelling; Phonetic part *ow*. In the word (write *down*) this part (underline *ow*) says—. But sometimes this part (write *ow*) has another sound. Listen as you say the word—(Write *show*.) What does this part say in the word *show*? Could you use this part and write the word *bow*; *low*; *row*; *show*? Remember, this part (indicate *ow*) sometimes says—, and sometimes—.

Vocabulary Enrichment and Extension

Word meanings (opposites). We had a word in our story which means something very different from *late*. It was—(Wait for suggestion *early*; then write word. Continue with the opposite of *short*, *young*, *bad*, *no one*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, page 47.
2. *Vocabulary First Reader Workbook*, pages 38, 39.

UNIT 29

Autumn Days (pages 72-74)

Materials Needed

Pocket Card Holder

Word Cards:	another	from	long	put	top
	autumn	hide	many	some	we
	early	leaves	much	thing	s card

Initial Procedure

Vocabulary review. The twins were always wishing for—(add *another* to holder) party. One of the little words in the compound word *something* is—(Add *some*.) The other word is—(Add *thing*.) Now it says—(Add *s* card to *thing*.) (Continue to suggest sentences for *early*, *from*, *long*, *many*, *much*, *put*, *we*.)

Introducing new word and meaning (*autumn*). What happens to the leaves on the trees when summer is over? Because the leaves fall, we call that time of year *fall*. But we also have another word for *fall*, a grown-up word. It is *autumn*. (Write word as you say it.) Can you say this word with me as I put the card in the holder? (Add *autumn* to holder.) Remember, the time of year when leaves fall is—. Let's remember to use the grown-up word *autumn*.

Silent Reading

Contents page. If you remember our new word, you won't have any trouble with the title. To what page shall we turn to find out what happens to the twins in the autumn?

Page 72. What signs of autumn do you see? You know how *leaves* begins. Can you find it on page 72? Then this card says—(Add *leaves* to holder.) One of the twins is certainly looking for someone. Which twin is that? Why can't you tell? The other twin is trying to—. You know how *hide* begins. Can you find it two times on page 73? He has put leaves on—(Write *t*____; wait for suggestion *top*; then finish word.) Then these two cards say—(Add *hide* and *top* to holder.)

The title and the first two sentences tell us something we already know. Read and find out what it is. The next sentence tells me one way in which autumn is different from summer. Find out what that way is. The next sentence tells me still another way. What is that?

Someone is wishing again. Read three lines. Who is wishing, and what is he wishing for? How does Mother answer Billy this time? Finish the page and see.

Page 73. The page starts with a question. What does the question ask? Read the next sentence and find out three things the twins did to have fun. Now finish the page and find out which twin it is who is hiding.

Page 74. The picture tells me that Bobby found Billy, but did he find him right away? Read three sentences and see what you think. I think Billy gave Bobby some help. Read three more sentences and find out why I think so. Now finish the page. What happens?

Page 75. The minute I see the picture, I know what time of year it is now. Do you? Then can someone read the title?

Oral Reading

Find and read the sentence which proves that the sun comes up later on autumn days. (Continue in similar way.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *truck*, *Jack*. What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letters. (Write words.) Do you notice that it takes two letters to finish each word? (Underline *ck* in each.) *Quack*, *gobble*! Which word shall I add to the list because it ends like *Jack*? (Continue with such words as *back*, *track*, etc.)

Developing visual acuity; Establishing sight vocabulary. (Write The pony stopped. They got on. Then Jack and Jerry had a ride. Have pupils notice that *The*, *They*, *Then* begin alike. Write *Th* three times and have pupils finish each of the three words.)

Vocabulary Enrichment and Extension

Word meanings. What did Billy do when he put leaves on—(write *top*) of himself? Some boys can spin a—(Indicate *top*.) What kind of toy is a top?

Supplementary Activities

1. *Workbook for The New Round About*, pages 48, 50. On page 48, be sure pictures are correctly identified; give help with exercise 1 if necessary.
2. *Vocabulary First Reader Workbook*, pages 40, 41.

UNIT 30

Winter Days (pages 75-77)

Materials Needed

Pocket Card Holder

Word Cards:	autumn	long	sled	They	tree
	bump	over	snow	took	We
	hill	road	summer	top	winter

Initial Procedure

Vocabulary review. The twins went to the farm in the—(Add *summer* to holder.) They came home before—(Add *autumn*.) Two words we use when we mean more than one person are—(Add *We, They*.) One day I had a picnic under a—(add *tree*) by the—(add *road*). When Bobby saw Billy, he—(add *took*), a big jump and landed right on—(add *top*) of him. We found that in autumn the days are not so—(Add *long*.)

Introducing new words and meanings (*winter, over, bump*). The last picture we saw told us that the story today would be about this time of year. (Add *winter* to holder.) So I am sure autumn must be—(Write *o*____.) Remember, the name of this letter is *o*. Autumn must be *o*____. (Wait for suggestion *over*; complete word; then add word card to holder.) This morning John fell on the walk. He got a bad—(Write *b*____; wait for

suggestion *bump*; complete word; add word card to holder; then have new words reread.)

Silent Reading

Contents page. (Use in usual way.)

Page 75. Snow begins like *snap*. I can find the word *snow* two times on this page. Can you? Now read the title and the first three lines. What would you have seen if you had looked out of the window on this winter day?

Someone is wishing again. Who is it, what does he wish for, and how does Mother answer him? Finish the page and find out.

Page 76. Of course you know what one of our new words on this page will be. Can you find one place where it says *sleds*? Two places where the word is *sled*? The twins are going down—. Can you find the word *hill* two times? It is a *very long hill*. Find the phrase which says a *very long hill*. Then these two cards say— (Add *sled* and *hill* to holder.) Now read the whole page. Be ready to tell me how long the twins had had those sleds.

Page 77. This time I know which twin got the tumble. How do I know? What do you suppose the word on the other sled might say? If you haven't forgotten these words (indicate *bump*, *over*), you can read five lines and find out how the accident happened. How did the twins look, and what did they do next? Finish the page and see.

Oral Reading

The one who knows these two words (indicate *winter*, *snow*) may read page 75. (Use *sled*, *hill* for page 76; *bump*, *over* for page 77.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did our ears tell us about *track* and *truck*? Which word shall I add to the board because it ends like *truck*; will it be *Joe* or *Jack*? (Write *Jack*; direct attention to the two-letter ending; then erase word.) If I write *cluck*, all but the last two letters, will you finish it for me? (Continue with *quack*, *brick*, *sick*, *sack*, etc.)

(Write *pump*, *lump*, *lumpy*.) Here is a puzzle for you. One word says *pump*; one says *lump*; the other says *lumpy*. Something which is full of lumps is lumpy. Which word says *lump*? How do you know? (Repeat with *hum*, *gum*, *gun*.)

Integrating reading, writing, and spelling; Phonetic part ow. In the word (write *now*) this part (write *ow*) says—. But in the word (write *show*) it says—. (Erase *now* and *show*.) Could you use this part (indicate *ow*) and write *how*? *Row*? *Show*? *Down*? If you remember that *snow* begins like this (write *sn—*), could you write *snow*?

Vocabulary Enrichment and Extension

Word meanings. (Hold up the word card *over*.) The twins rolled *over* and *over*; they turned upside down. When we say school is over, what do we mean? When we do something over, what do we do? When we look over the wall, what do we do? The word *over* can mean many things.

Supplementary Activities

1. *Workbook for The New Round About*, page 49. Be sure pictures are correctly identified.
2. *Vocabulary First Reader Workbook*, page 42.

UNIT 31

Spring Is Here (pages 78-80)

Materials Needed

Pocket Card Holder

Word Cards: Another sang spring world

Initial Procedure

Vocabulary review. I hope you have not forgotten these two opposites. (Write *started*, *stopped*.) I hope I will not have to—(write *help*) you with this old word. (Write *nest*.)

The twins were always wishing for—(add *Another* to holder) birthday.

Introducing new words and meanings (*spring, sang, world*).

The twins went to the farm in the—(write *summer*). They played in the leaves in the—(write *autumn*), and in the snow in the—(write *winter*). In our story today winter is over, and flowers are springing up from the ground. So we call that time of year *spring*. (Add card to holder.) One spring day the birds—(write *s*——; wait for suggestion *sang*; complete word; then add card to holder).

Whenever Jerry had something he liked very much, he liked to say, "This is the best thing in all the—(write *w*——; wait for the suggestion *world*; complete word; then add card to holder). Who can read the three new words?

Silent Reading

Contents page. Is winter over? Your new title will tell you. To what page shall we turn to find out what the twins do in spring?

Page 78. (Have jack-in-pulpit identified.) When Bobby and Billy looked out of the window, how could they tell that it was spring? Read three sentences and see. Mother has a very good suggestion. What does she want the twins to do? The next three lines tell. While the twins are working, something surprising happens. Finish the page. What happens?

Page 79. Did Little Monkey come in? Read four lines and see what happens. I don't believe the twins need to make any more wishes. Finish the page and find out why. Now think for a moment. How was this birthday cake different from the last? How many candles were on it altogether?

Page 80. Remember what Jerry said when he liked something very much. Are the twins like Jerry? Read the page and find out.

Page 81. Since you have been writing the new word in the next title, you know that it says—(car). Who can read the title? What sometimes happens to an old, old car?

Oral Reading

I will say something. You tell me whether it is true or not. *The twins' birthday came in the spring.* Since you think it is true, find the sentence which proves that it is and read it for us. (Continue with: *The cake had green candles. There were ten*

candles on the cake. Birds make nests in the spring. The twins thought birthday parties were no good at all. Each time have the sentence read aloud which proves a statement true or untrue.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. When you see this part in a word, it says—(Write *er*.) We often hear that sound on the end of a word. Listen as I say *summer, winter*. Do you hear the sound? (Give sound of *er*.) Let's prove that it is there. (Write *summer, winter*; then continue with *father, mother*. Have pupils add the ending to *water, another, Mender*.)

It takes two letters to finish the word *truck*. If I write *truck*, all but the last two letters, will you finish it for me? (Continue with *hill, sled, next*.) Here is another puzzle. (Write *hit, bit, hid* and proceed as in previous units. Continue with *fall, tall, tack*.)

Phonetic part or. A birthday party is the best fun in all the—(Write *world*.) In this word, this part (underline *or*) says—(Give sound.) Can you hear that part in the word *work*? Can you find it? (Write *work*; then *word*; then *worm*.)

Vocabulary Enrichment and Extension

Word meanings. Flowers come up in the—(Write *spring*.) *Spring* is a time of year. My car also has a spring. What kind of spring is that? If you were to jump at me, I might say you tried to—(indicate *spring*) at me.

Supplementary Activities

1. *Workbook for The New Round About*, pages 51, 52. Be sure pictures on page 52 are correctly identified.
2. *Vocabulary First Reader Workbook*, pages 43, 44.
3. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 59, 60. A score of 1 is given for each item correctly marked. Pupils should make a score of at least 6 on the final-consonant test; a score of at least 7 on the vocabulary test. At this time check each pupil individually with the word cards for the first-reader vocabulary. (See pages 206-7 of the first reader.)

UNIT 32 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 46-55. (Give help with *horses*, page 50; *fast*, page 52.)
Through the Gate, pages 38-47. (Give help with *trailer*, page 40; *made*, page 41.)
Up the Street and Down, pages 23-28; 30-40.
3. **Choral reading.** "Five Years Old" from *Let's-Read-Together Poems*.

UNIT 33

At the Farm (pages 82-85)

Materials Needed

Pocket Card Holder

Word Cards: be if of them Why
 car lovely right thought

Initial Procedure

Vocabulary review; Introducing new words and meanings (*be, lovely, right, them, thought, Why*). (Have the following sentences on board.)

Why did you do that?

Why not go and get them?

It was a lovely day.

If you go, we want to go, too.

I will be all right.

She thought of them all day long.

Jerry left his new roller skates at Jack's house. Mother could not understand what made him so careless. So she asked—(Indicate sentence 1.) Think how the new word begins (indicate *Why*); then jump over it. Our new question word is—(Add *Why* to holder.) Then Mother said—(sentence 2). Mother is talking about the skates, but she uses another word. Think how this word

(indicate *them*) begins. Why not go and get th____? The word Mother uses instead of *skates* is—(Add *them* to holder.)

The sun was shining that morning, and—(sentence 3.) Think how this word begins—(Indicate *lovely*.) Remember what kind of day it was. The new word says—, and this card says—(Add *lovely*.) Father was going fishing. Alice and Jerry said—(sentence 4). Father wanted Mother to go, but she had a headache. Father did not like to leave her at home alone, but she said—(sentence 5). Think how these words begin. (Indicate *be* and *right*.) Nothing would happen to Mother. She said, "I will b____ all r____." Then these cards say—(Add *be* and *right* to holder.)

So Father, Alice, and Jerry went fishing. Mother had no one to talk to. But she—(Write *thought*.) You know how this word begins. (Underline *th*.) You ought to get it because the rest of the word is the little word *ought*. (Underline *ought*.) Mother th____. She thought of Alice, Jerry, and Father, but she used the same word she used when she talked about the skates. She thought of th____. Now who can read the whole sentence? This card says—(Add *thought* to holder. Also add *if* and *of*.)

Read one of the cards in the holder; find it in a sentence on the board; then read the sentence. (Continue until all words and sentences have been thoroughly reviewed.) I hope you have not forgotten that our story today will be about an old, old—(Add *car* to holder.)

Silent Reading

Contents page. (Use in usual way.)

Page 82. What a lovely garden! What kind of garden would you call it? Can you find a phrase which says *in the big flower garden*? Can you find the word *flower*? The word *flowers*? What signs do you see which make you know it is a lovely day? Now read the page. The story makes me hear something which I could not see in the picture. What is that?

Page 83. I am sure Grandmother—(indicate *thought*) to herself as she looked out the window. Read three lines. What were her first thoughts? Grandmother is like the twins. She makes wishes. Finish the page. What does she wish for?

Page 84. Now Grandmother can talk to someone. Where did Grandfather come from? Read two sentences and see. He makes

wishes, too. Read four lines. What does he wish for and why?

The day after today is—(Write *tomorrow*.) Grandfather thinks of a fine plan for—(Indicate *tomorrow*.) Finish the page and find out what it is.

Page 85. What does Grandmother think of the plan? Read three sentences and see. Grandmother says she will go in the car, but Grandfather has a better suggestion. Read three lines and find out what his suggestion is. Does Grandmother give in? Will she go on the train? Finish the page and see. Have you any idea what may happen to Grandmother on the way?

Oral Reading

This story takes place in the springtime. Is that true? Find and be ready to read the sentence which proves that it isn't. The birds liked Grandmother's garden. Is that true? Find the sentence which proves that it is. (Continue in similar way.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. It takes two letters to finish the word *farmer*. If I write all but the last two letters, will someone finish it for me? (Continue with *truck*, *right*, *world*, *dog*.)

Here is another puzzle. (Write *crack*, *cracker*, *back*.) One new word says *crack*, one says *back*, and the other says *cracker*. I ate a *cracker*. Which word says *crack*? (Continue with *bag*, *bat*, *sat*; *cold*, *colder*, *gold*.)

Developing visual acuity; Establishing sight vocabulary. (Write *Why did you go?* *What did you see?* *Who went with you?* Use techniques from Unit 15 for *Who*, *What*, *Why*.)

Vocabulary Enrichment and Extension

Descriptive phrases. Could you add a word to my word (write *day*) to tell me what kind of day it was? (*lovely*) Could you add still another? (*summer*) (Continue by writing *garden*, *cake*, *car*, *candles*. Have pupils suggest descriptive words to add to each.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 53, 54.
2. *Vocabulary First Reader Workbook*, pages 45, 46.

UNIT 34

At the Farm (*cont.*, pages 86-88)

Materials Needed

Pocket Card Holder

Word Cards:	apple	every	right	water
	be	flower	thought	why
	early	put	tomorrow	

Initial Procedure

Vocabulary review. If you have a—(add *flower* to holder) garden, you must remember to—(add *put*; then *water*) on—(add *every*) flower. Grandmother was going to see the twins—(add *tomorrow*). She—(add *thought*) she would—(add *be*) all—(add *right*) in the old car. Grandfather wondered—(add *why*) she did not go by train. I suppose she got up—(add *early*) in the morning. (Have pupils play “One, Two, Three! How Many for Me?”)

Silent Reading

Page 86. Can you explain what Grandmother is doing? (Have all items in picture identified.) What will go into the basket besides the cake? Look at the last two sentences and find the word *apples*. Then this card says—(Add *apple* to holder.) Now read the entire page. What kind of cake did Grandmother make? Why did she put in the apples? Be ready to read two sentences to prove what you say.

Page 87. What happened first the next morning? Read three lines and see. What happened next? The next two-line sentence tells. Now finish the page. What is Grandfather thinking to himself as he goes after the car?

Page 88. Did Grandmother do a good job in her garden? Read the first two-line sentence and see. Now finish the page. What is Grandfather saying as he waves good-by? What is Grandmother saying?

Oral Reading

As soon as Grandmother decided to go after the twins, she started to make a cake. Is that true? Find and be ready to read

the sentence which proves that it is. She made a chocolate cake. Is that true? Read the sentence which proves that it isn't. (Continue in similar way.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *long*, *sang*. (Emphasize *ng* sound.) What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letters. (Write words; direct attention to the fact that it takes two letters to finish each word. Add such words as *thing*, *spring*, *sing* to list on board.)

Developing visual acuity; Establishing sight vocabulary. (Write *They went away. Mother thought of them.*) Alice, Jerry, and Father went away. Read the first sentence. Tell me the word which means "Alice, Jerry, and Father." (Repeat techniques with sentence 2, call attention to likenesses and differences in *they* and *them*, and have words written as in previous units.)

Vocabulary Enrichment and Extension

Word associations. What things do you think about when you see this word? (Write *spring*.) (Continue with *city*, *summer*, *farm*, *autumn*, *winter*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 55, 56.
2. *Vocabulary First Reader Workbook*, pages 47, 48.

UNIT 35

The Ride to the City (pages 89-93)

Materials Needed

Pocket Card Holder

Word Cards: another bump over thought
 around much right

Initial Procedure

Vocabulary review. (Have the following sentence beginnings on the board; *There was*, *So she sang*, *By and by*, *All at once*,

Once again, If I stay here.) We want to be able to start our sentences on the right track. Draw a line under a sentence beginning you know; then use it in a sentence of your own.

(Have the following sentences on board.)

He looked it all over.

It looks all right to me.

It started to bump.

It is not good for much.

He thought he could get another car.

Mr. Carl was thinking about buying a used car. He asked Father to go with him to look at the car. The first thing Father did was this. (Sentence 1.) Then he said—(sentence 2). But when Father started to drive the car—(sentence 3). Then Father said—(sentence 4). Mr. Carl knew another place where they sold used cars, and—(sentence 5). Now can you read each word I underline? (Underline *over, right, bump, much, thought, another.*) Can you climb my word ladder? (Add underlined words to card holder.)

Introducing new word and its meaning (*around*). One day Jerry and Father were up on a high hill. They looked all—(Write *a*, wait for suggestion *around*; then complete word.) Show me what they did. Then this card says—(Add *around* to holder.)

Silent Reading

Contents page. When I read the title I know where the twins live. Do you? On what page does the story begin?

Page 89. How did Grandmother feel as she drove along? What did she do to show how she felt? Read four lines and see. How is the car behaving itself? Finish the page and see.

Page 90. Have you any idea what may happen now? I see a phrase which says *A very big hill*. Can you find it? Now read five lines to find out what Grandmother says when she comes to the hill. Was she right? Did the car get to the top? Finish the page and see.

Page 91. Grandmother finds a way out of her trouble. Read four sentences and find out what happens. What did she say when she saw the second road? Read three lines to find out. Did everything come out all right? Finish the page and see.

Page 92. Does everything seem to be going along all right in this picture? What about the next picture? Now read six lines on page 92. Find out what the trouble is. What did Grandmother do when the car stopped? Finish the page and see.

Page 93. What do you think Grandmother is doing in the picture? Why? Now read five lines. Does she see the car she is looking for? What is she saying to herself as she looks? How do you think it will all come out? Finish the page and see.

Oral Reading

Grandmother started out on a sunshiny day. Is that true? Read the sentence which proves that it is. (Continue in similar fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did your ears tell you about *long* and *sang*? Remember, it takes two letters to finish the word *sang*. (Write word; underline *ng*; then erase word.) If I write *thing*, all but the last two letters, will someone finish it for me? (Continue with *spring*, *song*, *rang*, *sled*, *right*, *work*, *pig*, *run*.)

Here is another puzzle. (Use *bad*, *dad*, *bat*; *park*, *bark*, *barn*. Conduct as in previous units.)

Phonetic parts. Read the word I write; then draw a line under the part you see and hear in the word, and tell me what the part says. (Use *far*, *world*, *snow*, *winter*, *gay*.)

Vocabulary Enrichment and Extension

Descriptive phrases. Can you tell me two words to add to this word (write *tune*) so that we will know what kind of tune Grandmother sang? (*gay*, *little*) (Continue with [*old*, *old*] *car*; [*lovely summer*] *morning*; [*long*, *long*] *road*; etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 57, 58, 61.
Be sure directions on pages 57 and 61 are fully understood.
2. *Vocabulary First Reader Workbook*, page 49.

UNIT 36

The Ride to the City (*cont.*, pages 94-97)

Materials Needed

Pocket Card Holder

Word Cards: another early If spring thought
 broken gas right thing world

Initial Procedure

Vocabulary review. (Have the following sentences on board.)

Father got up early.

"What in the world can I do?"

he thought.

He did not have another one.

The spring is broken.

I can help you out.

If you want me to,

I can mend it right away.

That was a good thing for Father.

One morning—(sentence 1). He looked at his watch, but it had stopped, and he could not make it go. (Sentences 2, 3.) On the way to work Father stopped in at the watch repair shop. The watchmaker said—(sentences 4, 5, 6, 7). Now can you read each word I underline? (Underline *early*, *world*, *thought*, *another*, *spring*, *broken*, *If*, *right*, *thing*. Add cards for underlined words to holder. Have pupils read up and down the word ladder.)

Silent Reading

Page 94. We left Grandmother looking up and down the road, but what is she doing now? Why is she eating the twins' apples? Read four lines and see. Does she eat some cake, too? Finish the page and see.

Page 95. How many cars do you see coming down the road? Read five lines. Is that the same number Grandmother saw? What did Grandmother call the minute she saw the cars coming? Read until you find out. Now finish the page. How many cars stopped and what happened after that?

Page 96. The man is looking under the hood. Have you any idea what is the matter with the car? Now read four lines. Find out what is really the matter. There will be a new word. Think how it begins, and you can get it. You found out that Grandmother had run out of—(Add *gas* to holder.) Now finish the page. Who goes after the gas, and what does the other person do?

Page 97. Can you tell from the picture what time it was when Grandmother got to the city? Can you explain why the twins are not out to meet her?

Grandmother's troubles are not over. Read six lines. What else is the matter with that old car? Now finish the page. Were we right about the reason why the twins are not in the picture?

Oral Reading

Grandmother was very hungry. Is that true? Find and read aloud the sentence which proves that it is. (Continue in similar fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Listen as I say *catch*, *much*. What do your ears tell you about the way these words end? Let's prove that they end with the same sound and the same letters. (Proceed in usual way, adding such words as *watch*, *march*, *match*, etc., to list on board.)

Phonetic parts. Can you read the word I write, underline the part you see and hear in the word, and then tell me what the part says? (Use *boy*, *took*, *now*, *girl*.)

In the word (write *out*) this part (underline *ou*), says—. Can you hear that part in the word *house* or in the word *door*? Prove that the part *ou* (give sound) is in the word *house*, by drawing a line under the part. (Write *house* and have part underlined.)

Vocabulary Enrichment and Extension

Synonymous meanings. Another name for the gas in a car is—. (Continue with autumn [*fall*], lovely [*beautiful*], show [*movie*], car [*auto*], etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 62, 63, 64.
2. *Vocabulary First Reader Workbook*, page 50.

UNIT 37

A Morning Surprise (pages 98-102)

Materials Needed

Pocket Card Holder

Word Cards: autumn hide lovely picnic(s) summer were
 from long much some tomorrow

Initial Procedure

Vocabulary review. (Have the following sentences on board.)

Tomorrow I will have some good news.

Some day this summer we will go.

They had so much fun.

We will hide from Jip.

On some days they had picnics.

The long summer days were lovely.

In autumn they came home.

One day Father came home from work and said—(sentence 1). Alice and Jerry could hardly wait. Do you know what the good news was? Father knew where there was a cottage by a lake, and he said—(sentence 2). Of course when Alice and Jerry got there—(sentence 3). They liked to get behind the trees and say—(sentence 4), but Jip always found them. There were other things to do, too. (Sentence 5.) Of course—(sentence 6), but—(sentence 7). Now read the words I underline. (Underline all words listed and proceed as in previous unit.)

Silent Reading

Contents page. The title tells me that someone had a—. Who do you think had that surprise? To what page shall we turn to find out if you are right?

Page 98. What time did the twins get up the next morning? Read three lines and find out. Now finish the page. The twins tell Grandmother exactly what to do about that old car. What is their plan?

Page 99. What was in that basket besides apples and cake? The twins ask Grandmother an important question. Read until

you find out what it is. Now finish the page. What is Grandmother's answer?

Page 100. What is the first thing Billy wants when he gets to the farm? Read four sentences and see. Read five more sentences. How long does Bobby want to stay? The next three lines tell how long Billy wants to stay. Find out. Mother settles the matter. Finish the page. What does she say?

Page 101. That cake reminds Bobby of another cake and another day. Read seven lines. Find out what day Bobby is thinking about. Now finish the page. Father has a good plan. What is it?

Page 102. Read six lines. Find out one thing the twins did that summer. Read two more sentences. What else did they do? Read four more lines. Find out two more things they did. Did they do exactly what Mother told them to do? Finish the page and find out.

Page 103. Of course you can tell from the picture that the next part of our book will be about two kinds of animals. What are they? What kind of ducks do you think these are? Think how *wild* begins. Find the word in the title. Find the word *frog*. Who can read the whole title?

Oral Reading

(Assign one or two pages of the entire group of stories about "The Old, Old Car" to each pupil. Give whatever help is necessary in preparation for having the stories read aloud.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. What did your ears tell you about *catch* and *much*? Remember, it takes two letters to finish the word—(Write *catch* and underline *ch*; then erase word.) If I write *much*, all but the last two letters, who will finish it for me? (Continue with *watch*, *march*.)

Here are some puzzle words. (Use *rock*, *sock*, *roll*; *sing*, *singer*, *wing* and proceed as in previous units.)

Developing visual acuity; Establishing sight vocabulary. (Use techniques from previous units and review the writing of *What*, *Who*, *Why*; *This*, *That*, *There*.)

Vocabulary Enrichment and Extension

Word meanings. Grandmother needed a—(write *new*) car. She had some good—(add *s* to *new*) for the twins. What do we mean by “news”? Where do we get most of our news? Why do you think it is called a newspaper?

Supplementary Activities

1. *Workbook for The New Round About*, pages 65, 66, 67.
2. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 70, 71. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 6 on the final-consonant test; a score of at least 2 on the comprehension test. At this time check each pupil individually with the word cards for the new first-reader vocabulary. (See pages 206-7 of the first reader.)

UNIT 38 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 56-60. (Give help with *eggs*, page 56; with *chickens*, page 60.)
The Little White House, (Ginn and Co.), pages 5-10. (Give help with *our*, page 5; with *paint*, page 8.)
Through the Gate, pages 57-67. (Give help with *under*, page 63; with *where*, page 66.)
Up the Street and Down, pages 41-45. (Give help with *soon*, page 44.)
3. **Choral reading.** “Stop-Go” from *Let’s-Read-Together Poems*.

UNIT 39

Six Little Wild Ducks (pages 104-7)

Materials Needed

Pocket Card Holder

Word Cards: every from himself time why
fat geese over upon

Initial Procedure

Vocabulary review. John lives across the street—(add *from* to holder) school. That is—(add *why*) he is on time—(add *every*) day. When school is—(add *over*), he gets home in a hurry. How quickly can each of you read the cards?

Introducing new words and meanings (*geese, himself, upon, time*). I know a farmer who has some big white—(Write *geese*.) Think how the word begins. These two letters (indicate *ee*) say—(Give sound.) He has some gee____. Then this card says—(Add *geese* to holder.) He has no one to help him. He has to do the farm work all by—(Write *him*; pause; then add *self*.) Then this card says—(Add *himself* to holder.) A compound word is two or more words put together. If I put—(write *up*) and—(write *on*) together, the compound word is—(Write *upon*.) Very often when we start a story, we begin this way. (Write *Once upon a time*.) Think how this word (indicate *time*) begins. Then you can get it. So this word (add *upon* to holder) says—, and this says—(Add *time*.) Who can read all four of the new words?

Sentence beginnings. I will write some sentence beginnings so that we can start on the right track. Read my beginning; then finish a sentence with it. (Write *There was, Many animals lived, There were, All day long, Once upon a time*.)

Silent Reading

Contents page. The title of the new part of our book is—. The title of the first story makes me know how many wild ducks will be in the story today. How many is that? On what page will the story begin?

Page 104. How are these farm buildings different in color from most of the farm buildings you have seen? Don't forget how the

story begins. (Indicate phrase *Once upon a time*.) Read the title and five lines. Find out three things about this farm. Now finish the page. Be ready to tell what four animals you might have seen on the farm. Be ready to tell the name of one animal you would not have seen no matter how hard you looked.

Page 105. Of course if this word says—(write *barnyard*), this word says—(erase *yard*). Read until you find out the name of the farm and why it was called by that name. There are two other animals on that farm. Finish the page and find out what they are.

Page 106. One of the geese is named *Andrew*. (Write word.) How many times can you find his name? The other one is named *Martha*. (Write word.) How many times can you find her name? Now read six lines. Find out what Andrew liked to do. Finish the page. What did Martha like to do?

Page 107. Andrew tells Martha that something terrible is going to happen. Read four lines and find out what it is. You will come to a new word. Think how it begins; then let the sentence help you. You found out that Martha might get too—(Add *fat* to holder.) Was Andrew right? Finish the page and find out what happened.

Oral Reading

There were cows and pigs on the farm. Is that true? Find and read the sentence which proves that it is. (Continue in similar fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. If I want to write the word *truck*, shall I end it this way (write *ck*) or this way (write *ng*)? Let's prove that you are right. (Write *truck* and direct attention to *ck*.) If I write *quack*, all but the last letters, will you finish it for me? (Continue with *ng*, *er* for *sang* and *ring*; *ck*, *er* for *river*, *water*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word *new* this part says—(Write *new*, underline *ew*, and give sound "ū.") Listen as you say *mew*. Can you hear the part which says "ū"? Do you see the part? (Write *mew* and have part underlined.) Could you use this part and write *few*? Three or

four books are just a few. (Repeat with *ou* in *house*, having pupils write *out*; then *shout*.)

Vocabulary Enrichment and Extension

Descriptive phrases. I went to a farm and saw a big gray horse. (Have each pupil try to repeat each animal mentioned and add another.)

Supplementary Activities

1. *Workbook for The New Round About*, page 68.
2. *Vocabulary First Reader Workbook*, pages 51, 52, 53.

UNIT 40

Six Little Wild Ducks (*cont.*, pages 108-110)

Materials Needed

Pocket Card Holder

Word Cards: afraid farmer parade there we
baby followed right they were
delighted himself them took

Initial Procedure

Vocabulary review. (Have the following cards in holder; *himself, right, them, they, there, took, we, were.*) Take a word you know from the holder; then use it in a sentence. How quickly can we clear the holder? (As in previous units, suggest a sentence for any word which may cause trouble.)

Introducing new words and meanings (*parade, delighted, baby, followed, afraid, farmer*). The circus had come to town. In the morning there was a big circus *parade*. (Add word to holder and stimulate discussion of a circus parade.) When Jerry heard about it, he was so happy that Mother said he was *delighted*. (Add word to holder.) How do you feel when you feel *delighted*? First in the parade came the elephants. Each mother elephant had her little elephant, her—(Add *baby* to holder.) Think how the word begins. The little elephant was her—. We might say the baby elephant walked right behind his mother, or we might say he—

(add *followed* to holder) her. Think how the word begins. He f_____ her. One elephant almost touched Jerry with her trunk, but Jerry was not a bit—(Add *afraid* to holder.) If you remember this little word (indicate *a* in *afraid*), you can get the word. Jerry was not a bit a_____. One of the people at the circus parade was a—(Add *farmer*.) You don't need help with that word.

Show me the word which tells how Jerry felt, and read it for us. The word which tells how he did not feel! What Jerry saw going down the street! Another name for a little elephant! The word which tells what the baby elephants did! The name of someone at the parade! Now who can climb up and down the word ladder?

Silent Reading

Page 108. Well, here are the wild ducks at last. Are there six of them? Count and see. Which of the new words in the holder tells what kind of ducks they are? How many times can you find the word *baby*? Can you find the phrase which says *baby wild ducks*?

Read the first three lines. How did this man happen to stop at Blue Barns? Finish the page. Why did he let the baby ducks out of the basket?

Page 109. Where was the first place the farmer took the ducks? Read three lines and see. Which goose do you think this is in the picture? Why? Read the next three lines. How did Andrew feel when the ducks walked up to him? Finish the page. What did he say to them?

Page 110. Which of our new words tells how the ducks and Andrew look as they walk along, one by one? Does Andrew agree with you? Read the whole page and see.

Oral Reading

The man with the ducks had run out of gas. Is that true? Read the sentence which proves that it is. (Continue in similar fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. If I want to write the word *frog*, shall I end it this way (write *g*) or this way (write *ll*)? Show me the right ending,

and I will write the word for you. If I write *big*, all but the last letter, will you finish it for me? (Continue with *ch*, *d* for *afraid*; *g*, *ll* for *sell*; *d*, *ch* for *catch*.)

Developing visual acuity; Establishing sight vocabulary. (Review techniques from previous units with *one*, *once*; *was*, *were*; *give*, *gave*.)

Vocabulary Enrichment and Extension

Synonymous meanings. *Delighted* means—. To walk behind someone is to—. To be frightened is to be—. *Lovely* means—. Another name for *fall* is—.

Supplementary Activities

1. *Workbook for The New Round About*, page 69.
2. *Vocabulary First Reader Workbook*, pages 54, 55, 56.

UNIT 4I

Six Little Wild Ducks (*cont.*, pages III-13)

Materials Needed

Pocket Card Holder

Word Cards: afraid farmer's parade they wife
 around followed soon were
 be much There who

Initial Procedure

Vocabulary review. Andrew liked to walk all—(Add *around* to holder.) It was not—(add *much*) fun to stay in the barn. He told the ducks not to—(Add *be*; then *afraid*.) So—(add *they*; then *followed*) him like a—(add *parade*). You know—(add *who*; then *were*) in the parade. (Add *There*) were one goose and six wild ducks. Can you turn these cards into a parade and make them walk out of the holder, one by one, as you read them? Who can parade them back in?

Introducing new words and meanings (*soon*, *wife*, *farmer's*). Before long the ducks knew everyone on the farm. We can say *before long* in another way. (Write *soon*.) You know how the

word begins. This part (underline *oo*) says—(Give sound.) Another way to say “before long” is *soo*—. Then this card says—(Add *soon* to holder.) Someone lived in the farmhouse besides the farmer. It was his—(Write *w*—; pause for suggestion *wife*; then complete word.) Watch as I write *the farmer’s wife*. First I write *farmer*; then I add this mark (add apostrophe); then this letter. That makes *farmer* say *farmer’s*. It also tells me that the wife belonged to the farmer. Now this word says—(Add *wife* to holder.) And this word says—(Add *farmer’s*.) What does the parade see as it goes—(indicate *around*) the farm? Turn quickly to page 111 so that we may find out.

Page 111. Read five lines. Find out what happens when the cow sees the parade. I don’t believe that rooster ever saw a duck before. Read the next four lines and find out why I think so. In one way the rooster is like Andrew. Finish the page. Why is he like Andrew?

Page 112. Do the ducks know what pigs are? Read until you find out. Be ready to read the sentence which proves what you say. The pigs are like Martha. In what way? Finish the page and see.

Page 113. The minute Andrew sees the farmer’s wife, what does he say? Read three lines and find out. Now finish the page. Find out what the farmer’s wife had in her basket. Did she send the parade back, or did it follow her to the store?

Oral Reading

The rooster had never seen ducks before. Is that true? Find and read the sentence which proves that it is. (Continue in similar fashion.)

Word Recognition Techniques

Integrating reading, writing, and spelling; Phonetic part “ōō.” In the word (write *soon*) we found that this part said—(underline *oo* and give sound). Listen as you say *moo*. Do you hear the part which says—(give “ōō” sound)? Could someone write *moo*? Could someone make *moo* say *moon*? Think how *noon* begins. Could someone write *noon*? *Soon*?

Possessives. If Alice has a coat (write *coat*), it belongs to her. It is Alice’s coat. Watch what I do to make *Alice* say *Alice’s*.

(Write *Alice* to left of *coat*; add apostrophe and *s*. Continue with several other possessive forms.)

Vocabulary Enrichment and Extension

Descriptive words and phrases. (Write the following on board: *By and by*, *All at once*, *Soon*, *Over and over*, *Once again*.) Underline and read for us the word or phrase which means "after a while"; "suddenly"; "before long"; "again and again"; "once more."

Supplementary Activities

1. *Workbook for The New Round About*, pages 72, 73.
2. *Vocabulary First Reader Workbook*, pages 57, 58.

UNIT 42

Winter at Blue Barns (pages 114-15)

Materials Needed

Pocket Card Holder

Word Cards: autumn cross long spring
cold followed over summer
coming grew soon winter

Initial Procedure

Vocabulary review. The four times of the year are—(Add *spring*, then *summer*, then *autumn*, then *winter* to holder.) Summer will—(add *soon*) be—(add *over*) in our story. I wonder if the ducks—(add *followed*) Andrew all summer—(add *long*). Can you make these words parade out of the card holder; then back into it, as we did yesterday?

Introducing new words and meanings (*cold*, *coming*, *cross*, *grew*). Inside this word (write *cold* and underline *old*) you see a little word. So the big word says—. Winter is—(Add *cold* to holder.) This word says—(Write *go*.) Now it says—(Add *ing*.) This word says—(Write *come*.) Now it says—(Erase *e* and add *ing*.) Then this card says—(Add *coming* to holder.) Our Work-

books often ask us to put a—(add *cross* to holder) on something. How do you feel when you feel—(indicate *cross*)? I know two things about this word. (Write *grew*.) It begins like *green*. (Underline *gr*.) This part (underline *ew*) says what it says in *new*. All summer the ducks gr-ew. The new word is—, and this card says—(Add *grew* to holder.) Who can read the four new words?

Silent Reading

Contents page. When I read the title, I know that summer is over. Why? To what page shall we turn to find out what happens at Blue Barns in the winter?

Page 114. Does the picture show you that the ducks—(indicate *grew*)? Most ducks I see on farms are white. Why are these ducks brown? (Be sure to bring out the difference between wild and tame ducks.)

How long did the ducks follow Andrew? How long was it before they were big and brown? Read the title and four lines and find out. Something else in our story grew, too. Read two more sentences. Find out what grew and how they grew. There is one very wise animal on the farm. Finish the page. Find out who it is and how he showed that he was wise.

Page 115. I don't believe the ducks had ever seen snow before. Read five lines. What makes me think that they hadn't? Can you explain why they never had seen snow? How does Andrew like winter? Can you tell from the picture? Now finish the page. Andrew does a very funny thing. Find out what he does.

Oral Reading

Autumn comes after summer and before winter. Is that true? Find and read the sentence which proves that it is. (Continue in similar way.)

Word Recognition Techniques

Associating initial and final sounds with the letters which represent them. Remember, it takes two letters to begin the word *she*. If someone will show me how *she* begins, I will finish the word, or maybe you can finish it for yourself. (Continue with *show*, *shining*.)

Sometimes we hear this sound (write *sh*) on the end of a word. Listen as I say *will*, *wish*. Which word ends with this sound? (Indicate *sh*.) If I write *wish*, all but the last two letters, will someone finish it for me? (Continue with *splash*, *dish*, *fish*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word—(write *too* and underline *oo*) the part says—. Use what you know and write *moo*; *moon*; *soon*; *noon*; *room*. (Repeat procedure with *ew* in *grew*, having pupils write *new*, *mew*, *few*.)

Vocabulary Enrichment and Extension

Word meanings; Word associations. In how many ways can you use the word—(write *cross*)? Use it and tell us about a mark you make. About a church! About a road! The way you feel!

How many things can you remember which are—(write *cold*)?

Supplementary Activities

Vocabulary First Reader Workbook, pages 59, 60.

UNIT 43

Winter at Blue Barns (*cont.*, pages 116-17)

Materials Needed

Pocket Card Holder

Word Cards: around coming flower(s) sky spring warm
back cross sang sleep time why

Initial Procedure

Vocabulary review. Of course the snow was—(add *coming* to holder) down. But—(add *why*) was Andrew so—(add *cross*)? I hope he doesn't keep walking—(add *around*) in the snow. Last year when—(add *spring*; then *time*) came—(add *flowers*) grew and birds—(add *sang*). Can you make these cards spring from the holder by reading them? Can you exchange cards and make them spring back again?

Introducing new words and meanings (*back*, *sky*, *sleep*, *warm*). The snow was coming down from the—(Add *sky* to

holder.) If Andrew is wise he will—(Write *come back into the barn*.) Think how the new word begins (indicate *back*), and let the sense of the phrase help you. The new word is—(Add *back* to holder.) It is cold outdoors, but the animals in the barn keep—(Add *warm* to holder.) Think how the word begins. It means the opposite of *cold* and says—. (Write *At night you go to sleep*.) Read this sentence and let it help you to know that this new word says—(Underline *sleep*; then add card to holder.) Can the new words spring from the holder? Can they spring back again?

Silent Reading

Page 116. Have you any idea why Andrew is looking into the dog house? Read the first three lines. What did the ducks tell Andrew to do? How long did Andrew stay out in the snow? The next four lines will tell you. Now finish the page and find out the real reason why Andrew is looking into the dog house. Have you ever been so cross that you did silly things like Andrew?

Page 117. What time of year is it now? What makes you think so? How long did Andrew stay in the dog house? Read until you know. All winter long, the ducks wanted three things. Read the next five lines and find out what they were. Now finish the page. Be ready to tell me three ways in which the ducks knew that spring was here. What do you think will happen next?

Oral Reading

The dog house was close to the barn. Find and be ready to read the sentence which proves that it was. (Continue in similar fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Remember, it takes two letters to finish the word *truck*. (Write word, underline *ck*; then erase word). If I write *back*, all but last letters, will you finish the word? Listen as I say *warm*. (Say final sound clearly.) If I write *warm*, all but the last letter, will you finish it for me? (Continue with *sleep*, *cold*, *soon*, *baby*.)

Developing visual acuity; Establishing sight vocabulary. (Write *Who*, *What*, *Why* on board. Have pupils discover similar

beginnings and then write each word. Repeat with *This, That, There.*)

Vocabulary Enrichment and Extension

Word meanings. The ducks wanted Andrew to come back (write *back*) into the barn. What did they mean by *back*? (return) You have a *back*. Put your hands on your back.

Supplementary Activities

Vocabulary First Reader Workbook, pages 61, 62.

UNIT 44

The Ducks Fly Away (pages 118-19)

Materials Needed

Pocket Card Holder

Word Cards: afraid flew north them warm who
 back from sky there we wild
 coming many south they were

Initial Procedure

(Before beginning this unit, be sure pupils have a background of information about wild ducks and their migratory habits. Be sure pupils can distinguish directions south and north.)

Vocabulary review. Here are three words which begin alike. Do you know them? (Add *them, there, they* to holder.) Here are two more. (Add *we, were.*) Andrew was in the dog house for—(add *many*) days. I hope he kept—(Add *warm.*) Maybe in our story today the ducks will see him—(add *coming*; then *back*; then *from*) the dog house into the barn. I am—(add *afraid*) he will still be cross. Maybe if he sees the sun in the—(add *sky*), he will cheer up. I know—(add *who*) will be glad to see him. Remember, the ducks are—(add *wild*). How far up the ladder can you climb? How far down?

Introducing new words and meanings (*flew, south, north*). Birds—(Write *fly*.) Yesterday Jip chased some birds, and they—(write *flew*) away. This word begins like *fly*, and in it I see the

part which says—(Underline *ew*.) So the word says—(Add *flew* to holder.) If you go down—(write *south*) in winter, it will be warm. You know three things about this word; how it begins, what this part says (underline *ou*), how it ends (underline *th*). The word says—(Add *south* to holder.) If you go—(write *north*) in winter, it may be very cold. Think how the word begins. The opposite of *south* is n____. Then this card says—(Add *north* to holder.) Show me in which direction you would walk if you walked north. South! I am sure many birds—(indicate *flew*; then *south*) in winter and came back to the—(indicate *north*) in summer.

Silent Reading

Contents page. The title has some surprising news for us. What is it? To what page shall we turn to find out why the ducks flew away?

Page 118. Can you find the six wild ducks that belonged to Blue Barns? Then where do you think these other ducks came from? Winter is just over in our story. Where have these ducks been all winter? Where do you think they are going now?

Read the title and two sentences. How did the ducks of Blue Barns happen to see the other wild ducks? Were we right when we said that the other ducks had been south all winter? Read the next two-line sentence and see. When they saw the ducks of Blue Barns, what did they do? Read until you find out. What did the ducks of Blue Barns say to them? Read until you find out. Now finish the page. Were we right about the place where the other ducks were going?

Page 119. Read three lines. Why did the ducks of Blue Barns think that they should fly north, too? Finish the page. What did Andrew say when he saw them fly away?

Oral Reading

The one who knows these two words (indicate *south* and *north*) may read page 118. The one who knows—(indicate *flew*) may read page 119.

Word Recognition Techniques

Associating initial and final word sounds with the letters which represent them. It takes two letters to begin the word—

(Write *thank* and underline *th*; then erase word.) Show me how *thank* begins, and I will finish the word for you. (Continue with *thumb*, *thimble*, *thirsty*.)

Sometimes words end with this sound. Listen as I say *west*, *south*. Which word ends like this? (Write *th*.) If I write *south*, all but the last two letters, will someone finish it for me? (Continue with *north*, *path*, *tooth*.)

Developing visual acuity; Establishing sight vocabulary. (Write *If it is in the box, I will get it*. Have sentence read; then underline *If, it, is, in*.) When the word *if* begins with a small letter, it looks like this. (Write *if*.) What do you notice about all these words? Who can use my beginning (write *i*) and make my word say *it*? Can you do it without looking at the sentence? (Continue in similar way.)

Vocabulary Enrichment and Extension

Opposites. The opposite of *north* is—. Of *tame* is—! (Continue with *winter–summer*, *cold–warm* or *hot*, *hello–good-by*, *country–city*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 74, 75.
2. *Vocabulary First Reader Workbook*, pages 63, 64.

UNIT 45

The Ducks Fly Away (*cont.*, pages 120-21)

Materials Needed

Pocket Card Holder

Word Cards: alone	egg	sky	warm
delighted	himself	spring	well

Initial Procedure

Vocabulary review. The ducks flew away one—(add *warm*, then *spring* to holder) day. They were very happy. We might say they were—(add *delighted*) when they flew up into the—(add *sky*). But Andrew was all by—(add *himself*).

Introducing new words and meanings (*well, alone, egg*). When you are not sick you are—(Add *well* to holder.) When Jerry comes flying into the house, Father will often say, “Well, well, where did you come from?” Another way to say that Andrew was all by himself is to say that he was all—(Write *a*——; wait for suggestion *alone*; complete word; then add card to holder.) One reason farmers have ducks on their farms is because a mother duck is like a mother hen. She can lay an—(Add *egg* to holder.) There are only three new words. Who can read all of them?

Silent Reading

Page 120. I think the farmer and his wife are looking in the wrong directions. Why? Do you think they will find the ducks? Read four lines and prove that you are right. Read three more lines. How does Andrew feel and why? A surprising thing happens. Finish the page and find out what it is. Can you explain why Martha is thinner?

Page 121. Read until you find out what Martha said. Read three more lines. How did Andrew feel and why? Finish the page. What did the farmer’s wife have in her basket this time?

Oral Reading

(Assign one or two pages of the wild duck stories to each child. Give whatever help is necessary so that the three stories can be read aloud in an enjoyable fashion.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. In the word (write *show*) this part (underline *ow*) says—. We often hear that part on the end of a word. Listen as I say *door, window*. On the end of which word did you hear this sound? (Write *ow*.) If I write *window*, all but the last two letters, will you finish the word? (Continue with *arrow, pillow*. Use same techniques for *ay, ch, ng*, using words which will prepare for page 77 in the *Workbook for The New Round About*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word (write *house*) this part (underline *ou*) says—. Use what you know and write *out*. Could you make *out* say *shout*?

These are *our* books. Could you write *our*? (Continue in same way with *day, gay, hay, say*.)

Vocabulary Enrichment and Extension

Word meanings. When we are not sick, we are—(Write *well*.) Sometimes we get water from a—. When we are surprised, we sometimes say—, —!

Supplementary Activities

1. *Workbook for The New Round About*, pages 76, 77, 78.
Read pages 76 and 78 with children, but be sure answers are not told.
2. *Vocabulary First Reader Workbook*, pages 65, 66.

UNIT 46 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 61-68. (Give help with *black*, page 62; with *cat*, page 64.)
Through the Gate, pages 68-72; 80-85. (Give help with *take*, page 69; with *lost*, page 71.)
Up the Street and Down, pages 65-69. (Give help with *shoes* and *park*, page 65.)
3. **Choral reading.** "The Swallow" from *Let's-Read-Together Poems*.

UNIT 47

The Pool in the Woods (pages 122-23)

Materials Needed

Pocket Card Holder

Word Cards:	around	flew	leaves	sat	top	woods
	autumn	frog	lovely	sky	Turtle	
	bank	from	of	there	warm	
	fell	himself	pool	time	water	

Initial Procedure

Introducing new words and meanings (*woods*, *pool*, *sat*). One morning Jerry and Father were walking through the—(Write *woods*.) Think how the word begins. This part (underline *oo*) says—(Give sound.) The word is *woo*——, and this card says—(Add *woods* to holder.) They came to some water. It was not a river. It was a—(Write *pool*.) Think how the word begins. In this word, this part (underline *oo*) says—(Give sound.) Think how the word ends. The water was in a—. Then this card says—(Add *pool* to holder.) Have you ever seen a pool of water? What does it look like? Jerry and Father—(add *sat* to holder) on the bank. The little word *at* (indicate *at* in *sat*) makes you know that the big word says—. Who can read the three new words?

Vocabulary review. Can you read these old words as quickly as I add them to the holder? It was a—(add *lovely*; then *warm*) day in—(add *autumn*). As Father and Jerry sat on the—(add *bank*), some—(add *leaves*; then *fell*; then *from*) the trees and floated on—(add *top*; then *of*) the—(add *water*). Jerry started to walk—(add *around*), but Father sat—(add *there*) for a long—(add *time*) all by—(add *himself*). Some birds—(add *flew*) by in the—(add *sky*) overhead.

Silent Reading

Contents page. The new story will be about something Father and Jerry saw. What is that? To what page shall we turn to find out what happened at the pool in the woods?

Pages 122-23. What time of year is it in the picture? What signs of autumn do you see? This animal you see in the pool is a—. You know how *turtle* begins. Find the word on page 123. The turtle's whole name is—. I think I see another little animal up on the big rock. It is a—. Find the word *frog* in the last two lines on page 123. Then these cards say—(Add *Turtle* and *frog* to holder.)

Read the title and the first sentence on page 122. Check with the picture. Does the sentence tell something which is also told by the picture? Read the next two-line sentence and check also. (Continue in same way with each sentence on page.)

Read the first four lines on page 123. Why did Mr. Turtle come up out of the pool? What did he do as he sat on the bank? The next two sentences tell. Did Mr. Turtle see what you see? Finish the page and see.

Oral Reading

(Read the two pages aloud for pupils and have them keep pace with you as you read. This is a good device to help slower readers with rhythm of phrasing.) Now who will read for us the sentence which tells about the birds? (Continue to have each sentence read in similar way.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. If I want to write *shadow*, which ending shall I use on my word? (Write *ay*, *ow*; have pupils choose the correct ending; then write the word to prove that their choice was correct. Continue with *wheelbarrow*, *hay*, *bluejay*; then use endings *ch*, *ng* with similar techniques for *watch*, *wing*, *swing*, *church*.)

Integrating reading, writing, and spelling; Phonetic parts. In this word (write *took*) this part (underline *oo*) says—. Use what you know and write *look*; *book*; *hook*. (Use similar techniques with *boy*, having pupils write *toy*, *joy*.)

Vocabulary Enrichment and Extension

Word meanings. The pond of water Jerry saw was called a— (Write *pool*.) I know another kind of pool we see sometimes at parks or even inside buildings. You go swimming in it. What kind of pool is that?

Supplementary Activities

1. *Workbook for The New Round About*, pages 79, 80, 81.
Read text on pages 79 and 81 with children if necessary, but do not tell answers. Be sure pictures on page 80 are correctly identified.
2. *Vocabulary First Reader Workbook*, page 67.

UNIT 48

Winter Is Coming (pages 124-25)

Materials Needed

Pocket Card Holder

Word Cards:	bad	hear	much	sit	well
	coming	know	over	soon	
	from	lovely	really	warm	

Initial Procedure

(Before beginning this story, be sure the group has a background of experience and information about frogs. Have real frogs and tadpoles in room if possible. One excellent source of information to be read to pupils is *Toads and Frogs* by Bertha Morris Parker, published by Row, Peterson and Company; 36 pages.)

Vocabulary review. When we are surprised, we sometimes say—(Add *well* to holder.) In autumn we know that the—(add *lovely*; then *warm*) days will—(add *soon*) be—(add *over*) because winter is—(add *coming*). So we stay outdoors as—(add *much*) as we can. Who can climb up and down the word ladder?

Introducing new words and meanings (*sit*, *bad*, *know*, *really*). (Have the following on the board.)

I really do not know.
 But from what I hear,
 It is a cold time
 And a bad time
 And a good time to sleep.

Yesterday we saw this little word inside the big word, and we know that the big word said—(Write *sat* and underline *at*.) Today we see this little word. (Write *sit* and underline *it*.) So the big word says—, and this card says—(Add *sit* to holder.) Jack could not come to school because—(Write *He had a bad cold*.) Think how the new word begins; then let the sentence help you. The new word is—, and this card (add *bad*) says—.

Of course this word says—(Write *no*.) We use this word *no*

when we say, "No, I can't do that." Here is another word which says *know*. (Write *know*.) We use this word when we talk about something we have learned. Inside this word is the other word *no*. (Underline *no* in *know*.) That makes it easy for us to remember that this card says—(Add *know* to holder.) One day Jerry slammed the door. Mother asked him to please remember not to do that. Jerry said, "I will remember next time. I *really* (add *really* to holder) will." What did Jerry mean when he said, "I *really* will"? I hope you—(indicate *know*) that this word says—(indicate *sit*) and this word says—(indicate *bad*). I—(indicate *really*) believe you remember all the new words. Who can read all of them?

Billy's grandfather lived away down South where winters are warm. He had never seen snow. This winter he had come to stay with Billy. Grandfather dreaded the winter. Billy wanted to know why, and Grandfather said—(sentence 1).

If you remember that leaves fall—(add *from* to holder) the trees, if the little word *ear* makes you know that this word says—(add *hear*), you can read the next thing Grandfather said. (Line 2.) When Grandfather said, "But from what I hear," he meant, "But from what everyone says about winter." (Have line 2 read several times.) What else did Grandfather say? (Lines 3-5.) Listen as I read everything that Grandfather said about winter. (Have the five lines read several times until pupils sense the rhythm and swing of the phrases.)

Silent Reading

Contents page. Autumn is almost over. How do I know? What will happen to the Blue Pool when winter comes? On what page will our story begin?

Page 124. What time of year is it in the picture? Read the title and four lines. What is the first thing Mr. Turtle says to Little Frog? Read three more lines. What are the next two things he tells the frog? Now finish the page. What question does Little Frog ask?

Page 125. Why doesn't Mr. Turtle know about winter? Read three lines and find out. Mr. Turtle talks like Grandfather. Read the next four lines and find out why.

Little Frog wants something very, very much. Read the next two lines and find out what it is. What does Mr. Turtle think about it? Read two lines and see. Now finish the page. What does he tell Little Frog to do?

Oral Reading

(Read the two pages for pupils, to set pattern for rhythmic reading. Then have pupils read what Mr. Turtle says on each page and what Little Frog says.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Here are three new words. (Write *king, ring, kill*.) One says *ring*; you ring a bell. One says *king*; I read a story about a *king*. The other word says *kill*; you try to *kill* a mosquito. Which word says *king*? (Continue with *shadow, pillow, shook; pay, hay, pat; candy, sandy, sandwich*.)

Phonetic part *ur*. In the word *turtle* (write word) this part (underline *ur*) says—(give sound). Listen as you say *surprise*. Do you hear the part? Can you find it? (Write *surprise* and have part underlined. Continue with *turn, burn, hurt*.)

Vocabulary Enrichment and Extension

Word meanings. (Write *no, know*.) Which word shall I use if I want to say, "No, you cannot go"? I know your name. Which word did I use? (Continue with several other sentences; then repeat techniques with *here, hear*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 82, 83, 84.
2. *Vocabulary First Reader Workbook*, pages 68, 69.

UNIT 49

Little Frog (pages 126-27)

Materials Needed

Pocket Card Holder

Word Cards: egg frog grew legs tadpole tail

Initial Procedure

(Be sure pupils understand the life cycle of a frog before beginning this story. See note in previous unit.)

Introducing new words and meanings (*legs, tadpole, tail*).
(Have the following sentences on board.)

In the early days of spring
we went to the pool.
We got some frog eggs.
Out came some tadpoles.
They had long, long tails.
They had no legs.
It was just one of many.
The legs grew little by little.
Soon they had legs but no tails.
They were—

As Father and Jerry sat on the bank of the pool, Father said, "I will tell you a true story, Jerry; a story which happened to my brother and me when I was a boy. (Sentences 1, 2.) We took the eggs home and kept them in water. By and by—(Indicate sentence 3.) Think how this word begins, (Underline *tadpoles*.) Remember what comes out of frog eggs. Then you know that this word says—. "The tadpoles were queer looking," said Father, "because—(sentence 4)." Think how the new word begins. Think what tadpoles have. Then you know that this word (underline *tails*) says—. "They had tails," Father went on, "but—(sentence 5)." Think how the new word begins. Remember what tadpoles do not have. Then you know that this word says—(Underline *legs*.)"

"One tadpole," said Father, "was bigger than all the rest. It

was not the only tadpole in my fish bowl. (Sentence 6.) As I watched my tadpoles day after day, I discovered that—(sentences 7, 8, 9)."

Now suppose we see how smart you are. First a frog is an—(Add *egg* to holder.) Then it is a—(Add *tadpole*.) It has a—(add *tail*) but no—(Add *legs*). When its tail disappeared and its legs (add *grew*), it was a—(Add *frog*.) Who can read all six cards?

Silent Reading

Contents page. (Use in usual way.)

Page 126. (Have frog eggs, tadpoles with only tails, tadpoles with evidences of legs, and baby frogs all identified in picture.)

Read the title and the first three lines. What was the first thing Mr. Turtle told Little Frog? Read five more lines. What is the second thing Mr. Turtle told him? Finish the page. What is the third thing?

Page 127. Read four lines. What is the fourth thing Mr. Turtle told the frog? Finish the page. What is the fifth thing? Now find Little Frog when he is an egg in the picture. When he is a tadpole with just a tail! When he is a tadpole with legs growing! When he is a frog!

Oral Reading

(Read the pages aloud to set the pattern for fluent rhythmic reading. Then have the pages read by pupils in the page divisions which were suggested for silent reading.)

Word Recognition Techniques

Associating initial and final sounds with the letters which represent them. Show me how *she* begins, and I will finish the word. Maybe you can finish it. (Continue with *shining, show*.) If I write *wish*, all but the last two letters, will you finish it for me? (Continue with *wash, splash*; then repeat techniques with *thank, thing, thought; south, north*.)

Integrating reading, writing, and spelling; Phonetic parts. In the word *down* this part says—(write word and underline *ow*.) Use what you know and write *now; how; cow*. (Repeat with *girl*, having pupils write *bird, sir, dirt*.)

Vocabulary Enrichment and Extension

Word meanings. The ducks of Blue Barns were—(wild). The geese were—(tame). Were the animals in Blue Pool wild or tame? How many wild animals can you name? Tame animals?

Supplementary Activities

Workbook for The New Round About, pages 85, 86.

UNIT 50

Grandfather Frog (pages 128-30)

Materials Needed

Pocket Card Holder

Word Cards: alone bank really until
 another before right wisest
 asked know sat

Initial Procedure

Vocabulary review. When you are all by yourself, you are—(Add *alone* to holder.) One more is—(Add *another*.) When you have learned something, you—(add *know*) it. Something which is true is—(add *really*) so. Little Frog—(add *sat*) on the—(add *bank*; then *right*) near old Mr. Turtle. Can you read all the cards and make them hop from the holder as quickly as a frog can hop?

Introducing new words and meanings (*wisest, asked, until, before*). Something was wrong with Mother's pet canary. She thought she would ask Mr. Carl what to do, because he was very wise. What kind of person are you if you are wise? Alice said, "Oh, yes, Mother! Mr. Carl is the *wisest* (write word) man in this town." Now you know that this card says—(Add *wisest* to holder.) So of course Mother—(add *asked* and tell word if necessary) Mr. Carl. Alice wanted to go to May's house. Mother looked at the clock and said—(Write *You may stay until two*.) Let the sentence help you get—(Underline *until*.) What did Mother mean when she said Alice could stay *until* two? This card

says—(Add *until* to holder.) Alice said—(Write *I will come home before that*. Underline *before* and read sentence.) Then you know that the new word is—(Add *before* to holder.)

Find and read the word which means the smartest person. The one which tells what Mother did when she wanted to find out something! The word Mother used when she told Alice how long she could stay! The one Alice used when she told when she would come home!

Sentence beginnings. Now if you can read these two phrases (write *All at once*, *Before long*), we will be ready for the new story.

Silent Reading

Contents page. The title makes me know what kind of frog to look for. What kind of frog do you expect to see? To what page shall we turn to check our thinking?

Page 128. Was this how you expected Grandfather Frog to look? Why?

Read the title and six lines. Why did Little Frog want to talk to Grandfather Frog? Little Frog thinks Grandfather Frog can answer a question. Finish the page. What question is it?

Page 129. Read five lines. Can Grandfather Frog answer that question? Now read five more lines. Why doesn't he know the answer? Little Frog has a good plan. Finish the page and see what it is.

Page 130. Remember your sentence beginning. (Indicate *Before long*.) Read the first sentence. What happens? Now finish the page. Find out just what Little Frog told the other little frog.

Oral Reading

(Read the pages aloud to set the pattern for rhythmic reading. Have pupils follow as you read.) Now who will read for us the sentence which makes Little Frog jump into the water? (Continue in similar fashion, working for fluent, rhythmic sentence reading.)

Word Recognition Techniques

Integrating reading, writing, and spelling; Phonetic parts. In the word (write *party* and underline *ar*) the part says—. Use what you know and write *car*. Change it to *cart*. Write *far*. Change it to *farm*. (Use same techniques for *girl*, having pupils write

bird, sir; for *cow*, having pupils write *how, now*; for *moo*, having pupils write *soon, moon*.)

Developing visual acuity; Establishing sight vocabulary. (Review techniques from Unit 33 with *What, Why, Who*.)

Vocabulary Enrichment and Extension

Word associations. (Write *bad*.) What do you think of when we say a bad accident? Bad weather! A bad cold! A bad street crossing! A bad thing to do!

Supplementary Activities

1. *Workbook for The New Round About*, pages 87, 88.
2. *Vocabulary First Reader Workbook*, pages 70, 71, 72.

UNIT 51

Going South (pages 131-33)

Materials Needed

Pocket Card Holder

Word Cards:	asked	hear	must	soon	Why
	everyone	if	North	South	wisest
	from	know	really	tomorrow	

Initial Procedure

Vocabulary review. When Little Frog—(add *asked*) Mr. Turtle what winter was, Mr. Turtle said, “I—(add *really*) do not—(Add *know*.) But—(add *from*) what I—(add *hear*), it is a cold time—(Complete jingle and have children join in.)

Another word for *all* is—(Add *everyone*.) It is cold in winter—(add *if*) you stay in the—(add *North*), but it is warm in the—(Add *South*.) When we want to know the reason for something, we ask—(Add *Why*.) The smartest person is the—(Add *wisest*.) The day after today is—(Add *tomorrow*.) Tomorrow will come very—(Add *soon*.) Who can read four words? Four more? The last five?

Introducing new word and its meaning (*must*). One day Jerry was teasing Jip, and Jip snapped at him. Mother said—

(Write *You must not do that again, Jerry.*) Think how this word (underline *must*) begins. Then the sentence will help you know that it says—. Of course you must remember that this card says— (Add *must* to holder.)

Silent Reading

Contents page. When I read the title, I think I know what we will read about today. Will it be frogs? Why not? To what page shall we turn to find out if we are going to hear about birds?

Page 131. Do you know the name of these birds which you see about the pool? As days went on, what did Little Frog do? Read the title and three lines. Read six more lines. How did everyone answer Little Frog's question? Finish the page. What kind of day is it, and what is Little Frog doing?

Page 132. The birds stop long enough to tell Little Frog some important news. Read five lines and find out what it is. Now finish the page. Little Frog asks a question. What is it, and how does one bird answer it?

Page 133. The bird changes Mr. Turtle's jingle just a bit. Can you count eight lines? Read that far. Find out what the bird says about winter. Now read three more lines. What does the bird tell Little Frog he can do if he wants? Finish the page. What do you think Little Frog wants to be?

Oral Reading

(Read the pages aloud to set pattern for rhythmic reading. Then proceed as in previous units.)

Word Recognition Techniques

Initial consonants (review). Here is something very easy. Here are two new words. (Write *tool*, *fool*.) One says *tool*; a hammer is a tool. The other word says *fool*; don't let me fool you. Which word says *fool*? Then the other word says—. (Continue with *rat*, *mat*; *hit*, *bit*.)

Now show me how *turtle* begins, and I will finish the word for you. (Continue with *followed*, *river*, *must*, *hill*, *back*.)

Developing visual acuity; Establishing sight vocabulary. (Use techniques from Unit 6, having pupils write *This*, *That*, *There*.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write *All at once*, *Before long*, *By and by*, *again and again*, *Once upon a time*.) I see a phrase which means *soon*. Find it and read it for us. (Continue in similar way.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 89, 90.
2. *Vocabulary First Reader Workbook*, page 73.

UNIT 52

The Long, Long Nap (pages 134-35)

Materials Needed

Pocket Card Holder

Word Cards: afraid flowers leaves sleepy woods
 alone grew must thing
 be if nap time

Initial Procedure

Vocabulary review. In winter the days—(add *grew* to holder) cold. There were no—(add *flowers*) in the—(add *woods*) and no—(add *leaves*) on the trees. One day Mother and Alice went away. Mother said, “You—(add *must*) stay—(add *alone*) Jerry.” Jerry was not—(add *afraid*) to—(add *be*) alone. He knew that—(add *if*) he did one—(add *thing*) and then another, the—(add *time*) would go very fast. (Play “One, Two, Three! How Many for Me?” to read and remove cards.)

Introducing new words and meanings (*sleepy*, *nap*). This word says—(Write *sleep*.) Every afternoon Mother grows very—(Add *y* to *sleep* and wait for suggestion *sleepy*.) She says—(Write *I must have a nap*.) Think how this word begins (indicate *nap*) and let the sentence help you. When you are—(add *sleepy* to holder), you must have a—(Add *nap*.)

Silent Reading

Contents page. Someone in our story must be very sleepy. What makes me think so? On what page can we find out who it is?

Page 134. Read the title and three sentences. Find three things that showed that winter was here. Read three more lines. How many little frogs went to sleep? What did Mr. Turtle do? Now finish the page. What did Grandfather Frog do? Was he wise? Why?

Page 135. How does Little Frog feel by this time? Read six lines and find out. Read two more lines. What happens to him now? What does he decide to do? How long is his nap going to be and why? Now think about the story title. Have you any idea what might happen to Little Frog?

Oral Reading

(Read the two pages aloud to set the pattern for fluent rhythmic reading; then proceed as in previous units.)

Word Recognition Techniques

Phonetic parts; Auditory discrimination. (Write *car . . . ar*; *cow . . . ow*; *too . . . oo*; *girl . . . ir*.) In the word *car*, this part (indicate *ar*) says—. (Continue with other words and parts.) I will say a word. Listen closely and be ready to show me the part you heard in the word. (Use *shirt*, *star*, *tower*, *roof*, *barn*, *moon*, *skirt*, *clown*.)

Initial consonants (review). (Use *lame*, *game*; *keep*, *jeep*; *candy*, *dandy*; proceed as in previous unit. Then have pupils show how the following words begin; complete word as soon as beginning sound is written: *legs*, *kitten*, *just*, *geese*, *danced*, *coming*.)

Vocabulary Enrichment and Extension

Word meanings. Some things we *may* do. (Write *may*.) That means that we can do them if we want to. Some things we—(write *must*) do. That means that we have to do them whether we want to do them or not. We may play the radio, but we must go to bed at night. Tell me some things you may do. Some things you must do!

Supplementary Activities

1. *Workbook for The New Round About*, pages 91, 92.
2. *Vocabulary First Reader Workbook*, pages 74, 75.

UNIT 53

The Long, Long Nap (*cont.*, pages 136-38)

Materials Needed

Pocket Card Holder

Word Cards:	every	over	sleepy	thought	Where
	must	pool	snow	time	
	nap	really	spring	top	

Initial Procedure

Vocabulary review. Little Frog was so—(add *sleepy* to holder) he—(add *thought*) he would take a—(add *nap*). As winter came on, the—(add *top*) of the—(add *pool*) was covered with ice. Then down came the white—(add *snow*). You could not tell where the pool—(add *really*) was. By and by—(add *spring*) came. I am sure—(add *every*) frog (add *must*) have been glad about that. Maybe by that—(add *time*) Little Frog's nap was—(add *over*). (Play "Away We Go!" to have cards reread and removed from holder.)

Introducing new word and meaning (*Where*). I hope you remember these question words. (Write *What, Who, Why*.) Today we have another question word. Mother looked everywhere for Alice, but she could not find her. So she said to Jerry—(Write *Where is Alice?*) Think how the word begins. (Underline *Wh*.) Think what Mother would ask. The new question word is—, and this card says—(Add *Where* to holder.) I wonder where Little Frog is by this time. Turn to page 136 so that we may find out.

Silent Reading

Page 136. Read four lines. Be ready to tell who had a long, long nap and how you know that he did. Read four more lines. What happened to the pool? Finish the page. What does Little Frog say when he wakes up? Who do you think this is coming up through the water?

Page 137. What time of year is it in this picture? Did anyone in the pool wake up before Little Frog did? Then how long did his nap last?

Little Frog has a big surprise. Read four lines. What did he see when he got up to the top of the pool? Now finish the page. What was Grandfather Frog singing, and what question did Little Frog ask him? Don't forget that our new question word is— (Indicate *Where*.)

Page 138. His friend, the bird, asks Little Frog three questions. Read until you find out what they are. I think Little Frog feels ashamed of himself. Read the next two sentences and find out two things which make me know that he is. I think Mr. Turtle is Little Frog's best friend. Read four lines and find out why I think so. Now finish the page. Does Little Frog cheer up? What does he do and say?

Page 139. The picture lets us know that the next story will be about a—. Who will read the title?

Oral Reading

(Assign one or two pages of the entire sequence of "Little Frog" stories to each pupil. Give whatever help is necessary so that the stories can be read aloud in an enjoyable way for another group.)

Word Recognition Techniques

Initial consonants (review). (Use *nine, vine; pie, tie; wet, set*; proceed as in two previous units. Have pupils show how each of the following words begins; then complete the words for them: *north, very, pool, top, warm, south*.)

Developing visual acuity; Establishing sight vocabulary. (Use *What, Who, Why, Where*, each in a sentence. Have pupils note that the words begin alike. Write *Wh* and have pupil complete *What*. Continue with each of the other words.)

Vocabulary Enrichment and Extension

Word associations. When I say "The Blue Pool," what colors do you see? What kind of trees? Flowers? Birds? Animals? When I say "winter," how does the pool look? "Autumn"? "Spring"? "Summer"?

Supplementary Activities

1. *Workbook for The New Round About*, page 93.
2. *Vocabulary First Reader Workbook*, page 76.

3. **Tests.** Give the informal tests on pages 94, 95 in the *Workbook for The New Round About*. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 6 on the speech-sound test and of at least 7 on the vocabulary test. At this time check each pupil individually with the word cards for the first-reader vocabulary. (See pages 206-8 of the first reader.)

UNIT 54 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 69-80.
Through the Gates, pages 86-89. (Give help with *bag*, page 86.)
Up the Street and Down, pages 54-58; 60-64. (Give help with *tell*, page 60.)
3. **Choral reading.** "The Little Turtle" and "Moral Song" from *Let's-Read-Together Poems*.

UNIT 55

Mother Deer and Her Baby (pages 140-42)

Materials Needed

Pocket Card Holder

Word Cards: alone grow long other until
 asked hide lovely spots When
 baby legs must tail

Initial Procedure

Vocabulary review. Something beautiful is—(Add *lovely* to card holder.) Little Frog had—(add *long*, then *legs*) but no—(add *tail*). He was really a—(add *baby*) frog. There was one question he—(add *asked*) over and over again. When the other frogs went to sleep, he was—(add *alone*). He—(add *must*) have been lonesome. At last he went down to—(add *hide*) away in the mud at the bottom of the pool. His nap went on—(add *until*) winter was

over. Who can read five cards and make them hop from the holder as quickly as Little Frog could hop? Five more! Exchange your cards. How quickly can the cards hop back again?

Introducing new words and meanings (*spots*, *When*, *other*, *grow*). (Have the following sentences on board.)

There were red spots all over Jerry.

When may I go out to play?

I want to play with the other boys.

He started to grow sleepy.

Jerry didn't feel well at all. Mother looked at him and what did she see? (Indicate sentence 1.) Think how this word (underline *spots*) begins. Let the sentence help you. The new word is—. This card says—(Add *spots* to holder.) The minute the doctor came, Jerry asked him a question. (Sentence 2.) Here is another question word. (Underline *When*.) Think how it begins; then jump over it and let the sentence help you. The new question word is—, and this card says—(Add *When* to holder.) Then Jerry said—(sentence 3). I will tell you this word if I must, but I am sure the sentence will help you get it. (Underline *other*.) It says—, and this card also says—(Add *other* to holder.) By and by the doctor went away. Jerry's eyes began to close, and—(sentence 4). In this word (indicate *grow*) this part (underline *ow*) says "ō" as it does in *show*. Now you can get the word. It says—, and the card says—(Add *grow* to holder.) Now suppose you each take a card from the holder, read the sentence in which you find it, and then read and return the card.

Sentence beginnings. Here are some tracks upon which some of our sentences will begin. Read one beginning; then finish a sentence with it. (Have the following phrases on board: *Once upon a time*; *There was*; *For many, many days*; *Every night*, *One morning*.)

Our new story will be about a little—(Write *Deer* and show page 139.) I am sure he slept in—(Write *a bed of leaves*.)

Silent Reading

Contents page. The title makes me know that there will be two deer in our story. Who will they be? On what page will we find out about them?

Page 140. I am sure when I look at the picture that the deer live near—(Blue Pool). Don't forget how to start a story. (Indicate *Once upon a time*.) Now read the title and four lines. Find out how many babies Mother Deer had and be ready to read the sentence which proves what you say. Now finish the page. Find out two things which the story tells which are also told by the picture.

Page 141. Read four lines. The story tells me two things I can see in the picture and one thing I can't see. Find out what I can see and what I cannot see.

I hope you remember this beginning. (Indicate *For many, many days*.) Read the next two-line sentence. What did Little Deer have to do for many, many days? Now finish the page. What did Mother Deer do while Little Deer was in his bed of leaves?

Page 142. Little Deer asks Mother Deer a question. If you know the new question word (indicate *When*), you can read three lines and find out what the question is. How does Mother Deer answer the question? The next four lines tell. Little Deer asks another question. Read until you know what it is. Finish the page. How did Mother Deer answer him this time?

Oral Reading

(Read pages 140-41 aloud, and have children follow as you read.) Now who will read the sentence which begins *Once upon a time*? The one which proves that the deer lived in the woods! (Work for fluent phrase reading; then repeat techniques with the conversation on page 142.)

Word Recognition Techniques

Initial consonant sounds (review). Here are two new words. One says *sheep*; sheep give us wool. The other says *cheap*; some things at the store do not cost much money; they are *cheap*. Which word says *cheap*? (Write words; then proceed as in previous units with *whistle*, *thimble*.) Show me how *church* begins, and I will finish the word for you. (Continue with *white*, *shining*, *thought*.)

Developing visual acuity; Establishing sight vocabulary. (Write *I will grow up to be a man. Jerry grew little by little*. Have sentences read.) These words (underline *grow* and *grew*) are partner words. What do you notice about the way they begin?

(Write *gr.*) Who can use my beginning and finish the word *grow*?
Be sure to use the part which says "ō." (Repeat with *grew.*)

Vocabulary Enrichment and Extension

Word meanings. (Write "*May I go?*" said Jerry.) Since Jerry is asking a question, I know another word I could use for *said*. (Wait for suggestion *asked*; then substitute *asked* for *said*. Write "*You may go,*" said Mother. Use similar procedure to substitute *called* and *cried* for *said*.)

Supplementary Activities

1. *Workbook for The New Round About*, page 97.
2. *Vocabulary First Reader Workbook*, pages 77, 78.

UNIT 56

Mother Deer and Her Baby (*cont.*, pages 143-44)

Materials Needed

Pocket Card Holder

Word Cards:	alone	cross	hide	soon	When
	as	grew	hurt	spots	Why
	be	grow	other	thought	world

Initial Procedure

Vocabulary review. This word in which you see the part that says "ō" is—(Add *grow* to card holder.) The word that begins like *grow* is—(Add *grew* to holder.) One question word is—(Add *Why*.) Our new one is—(Add *When*.) Mother Deer wanted her baby deer to—(add *hide*) until his—(add *spots*) went away. Then he could go out with the—(add *other*) deer. He could also go out—(add *alone*) to see the—(Add *world*.) I am afraid Little Deer—(add *thought*) he should go at once. I am afraid he was—(Add *cross*.) I hope his spots go away. I hope it will—(add *be*) very—(Add *soon*.) If these cards were Baby Deer's spots, how many could you read and take away for him?

Introducing new words and meanings (*as*, *hurt*). (Have the following sentences on board: *He may get hurt. Her doll was as good as it was before.*)

I am sure I know why Mother Deer did not want her baby to go out alone. I am sure she was thinking—(sentence 1). Think how this word (indicate *hurt*) begins. Remember, this part (underline *ur*) says—. The new word is—, and this card says—(Add *hurt* to holder.) When The Toy Mender was through mending Alice's doll—(sentence 2). Jump over these words. (Underline *as*, *as*.) Now let the sentence help you. The new word is—, and this card says—(Add *as* to holder.) Read the two sentences and the two new words. Now if you read this sentence beginning (write *Every day*), we are ready to turn to page 143 and find out if Little Deer loses his spots today.

Silent Reading

Page 143. Can you count seven lines? Read that far. Find out what happens to those spots. Little Deer asks himself a question. Read until you know what it is. Now finish the page. Mother Duck asks two questions. What are they?

Page 144. Little Deer explains why he is so cross. Read four lines. What does he say? Mother Duck tells him two very important things about his spots. Read the next four lines carefully. What does she tell him? The next two sentences tell why it is a good thing for Little Deer to look like the leaves. Find out why. Now she tells him a very important thing which will happen. Finish the page and find out what it is.

Oral Reading

Find and read for us the sentence which tells how often Little Deer looked at his spots. Two sentences which tell how his spots looked! (Continue in similar way.)

Word Recognition Techniques

Associating phonetic parts and final sounds with the letters which represent them. In the word—(write *far*) this part (write *ar*) says—. (Continue with *soon-oo*, *down-ow*, *bird-ir*.) Listen as I say *card*. Show me the part you heard in the word. (Continue with *cart*, *roof*, *towel*, *thirty*, *room*, *tower*, *thirteen*.) If I write

card, all but the last letter, will you finish it for me? (Continue with each of the words listed above.)

Developing visual acuity; Establishing sight vocabulary. (Review *grew*, *grow* from previous unit. Use techniques suggested in previous units for the writing of *What*, *Who*, *Why*, *Where*, *When*.)

Vocabulary Enrichment and Extension

Word associations. I am thinking of a certain place. Trees grow around it. The sun shines on its blue waters. Birds like to stop there on their way south. Turtles and frogs have their homes there. I am thinking of the—. (Have pupils make up other riddles about a tadpole, a frog, a baby deer, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 96, 98.
2. *Vocabulary First Reader Workbook*, pages 79, 80.

UNIT 57

The Big New World (pages 145-48)

Materials Needed

Pocket Card Holder

Word Cards: afraid	as	hide	sleepy
alone	delighted	hurt	until
around	followed	other	world

Initial Procedure

Vocabulary review. Mother Deer told Little Deer that he must—(add *hide* to holder) in his bed of leaves even if he was not—(add *sleepy*). She was—(add *afraid*) he might get—(add *hurt*). He could not go out—(add *alone*, then *until*) he was big like the—(add *other*) deer. I am sure when that time came, Little Deer was—(add *delighted*). I am sure he—(add *followed*) Mother Deer sometimes also. He looked—(add *around*) at the big new—(add *world*) and was—(add *as*) happy as could be. Can you read these cards as quickly as I take them from the holder?

As quickly as I return them? Now if you can read these two sentence beginnings (write *There were*, *Before long*), we are ready to find the title of the new story.

Silent Reading

Contents page. The minute I read the title, it makes me think that something has happened. What do you think has happened? To what page shall we turn to find out if Little Deer is really going out to see the big new world?

Page 145. Where is Little Deer in the picture? Is he ready to go out alone? Why not?

Mother Deer has some great good news for her baby. Read the title and six lines. Find out what the news is. Now finish the page. How did Little Deer feel, and what did he do?

Page 146. Have you any idea where Mother Deer takes Little Deer? The picture tells me that Little Deer—(indicate *followed*) his mother. Don't forget this beginning. (Indicate *Before long*.) Now read the whole page. Find out something that is at Blue Barns now that was not there when we read about Andrew and Martha.

Page 147. When Little Deer's long walk was over, how did he feel? What did he do? Read until you know. Little Deer forgets a very important thing. Read until you find out what he forgets to do. What time of year is told about in the next four lines and what happens? Finish the page. What time of year is it now?

Page 148. There is a surprise in the picture for me. Is there for you? There is also a surprise on the next page. Who do you think this deer is? What do you call his horns?

Now suppose we read three lines on page 148 to find out if Little Deer gets a surprise, too. Had his new coat come all of a sudden? How had it come? Read three more lines and see. Now finish the page. How did Little Deer feel? What did he say? Tomorrow we may find out who this other deer with antlers is.

Oral Reading

(Have the following sentences on board. Have the first sentence read; have pupils decide how much of the story goes with that

sentence; then have some child read that portion aloud. Continue in similar way.)

Mother Deer said Little Deer could go for a walk.
 Little Deer saw the sky, the trees, and flowers.
 The two deer went to Blue Barns.
 Little Deer had a nap.
 The two deer went for other walks.
 Autumn came; then winter.
 Little Deer saw his new coat.

Word Recognition Techniques

Integrating reading, writing, and spelling; Phonetic parts. In the word—(write *house*) this part says—(Write *ou*; then continue with *took-oo*; *turtle-ur*; *boy-oy*.) Listen as I say *out*. Which part did you hear? Show it to me. Now can you write the word *out*? (Continue with *look*, *hurt*, *toy*.)

Associating final word sounds with the letters which represent them (review). Here are some ways words often end. (Write *d g k l*.) If I want to write *tail*, how shall I end my word? Show me the right ending. I will write *tail*, all but the last letter. You finish it for me. (Continue with *bad*, *leg*, *work*.)

Vocabulary Enrichment and Extension

Word associations. I am thinking of a time of year. There are buds on the trees. Birds are coming back from the South (etc. Have pupils make up riddles for the other three seasons.)

Supplementary Activities

Workbook for The New Round About, pages 99, 100.

UNIT 58

A Deer with Antlers (pages 149-51)

Materials Needed

Pocket Card Holder

Word Cards:	afraid	antlers	head	thought	Where
	alone	from	hurt	When	Who

Initial Procedure

Vocabulary review. Do you remember that big deer we saw in the last picture? I wonder where he came—(Add *from* to holder.) I am sure when Little Deer saw him, he—(add *thought*; then *Who*) are you? Maybe he thought—(add *Where*) are you going and—(add *When*) will I look like you? I hope Little Deer was not—(Add *afraid*.) I hope he will not get—(Add *hurt*.) That is what he gets for going out all—(Add *alone*.) Who can read all the question words? All the other words?

Introducing new words and meanings (*antlers, head*). A deer's horns are called *antlers*, and this card says—(Add *antlers* to holder.) He wears his antlers on his—. Then this card says—(Add *head* and have two cards reread.)

Sentence beginnings. (Have the following phrases on board: *One cold winter day, All at once, Before long.* Proceed as in previous units.)

Silent Reading

Contents page. I am sure we will read about that big deer today. How do I know? To what page shall we turn to find out about him?

Page 149. Read the title and the first four lines. How did Little Deer happen to meet this big deer? Finish the page. Did Little Deer ask the questions we thought he would?

Page 150. The first two-line sentence makes me stop worrying about Little Deer. Why? Read three more lines. Does Little Deer ask the rest of those questions? Now finish the page. What happens?

Page 151. Read five lines. What does Little Deer tell his mother? Why do you think she laughed? Now finish the page. What does she say to Little Deer? Won't that be exciting when Little Deer has antlers?

Oral Reading

Organization. (Have these two sentences on board: *Little Deer saw a big deer with antlers. Little Deer talked to Mother Deer.* Have pupils decide how much of the story goes with the first

sentence; then have some child read that much. Repeat with sentence 2.)

Word Recognition Techniques

Phonetic parts (review). Here are some parts you often hear in words. (Write *ur ou oo oy*.) Listen as I say *burn*. Show me the part you heard in *burn*. Watch as I write *burn*. Prove that you heard the right part by drawing a line under it. (Continue with *fur, mouse, round, stout, foot, book, Roy, enjoy*.)

Plurals. This word says—(Write *ball*.) This word says—(Write *balls*.) Which word means just one ball? Which word should I use in my sentence? (Write *I have many*—. Wait for pupils to suggest plural form; then complete sentence. Continue with several similar words and sentences.)

Vocabulary Enrichment and Extension

Word meanings. Father Deer had antlers on his—(Write *head*.) Sometimes Mother gets a head of something from the store; a head of—. When you try to hit a nail, you try to hit it on the—. Where do you stand if you are at the—(indicate *head*) of a line?

Supplementary Activities

Workbook for The New Round About, pages 101, 102.

UNIT 59

A Deer with Antlers (*cont.*, pages 152-55)

Materials Needed

Pocket Card Holder

Word Cards:	antlers	everyone	head	must	Where
	asked	funny	If	really	Who
	back	grow	know	When	wisest

Initial Procedure

Vocabulary review. I wonder if—(add *antlers* to holder) will —(add *really*; then *grow*) on Little Deer's—(add *head*). Mother

Deer—(add *must*; then *know*). I hope she is the—(add *wisest*) deer in the woods. (Add *If*) Little Deer has antlers, he may look—(add *funny*). Do you remember when he—(add *asked*) questions, he used these words? (Add *When, Who, Where.*) I hope—(add *everyone*) can read and take the cards from the holder and then put them—(add *back*) again.

Sentence beginnings. (Have the following phrases on board; proceed in usual way: *All winter long One warm spring day If you had antlers.*)

Silent Reading

Page 152. Little Deer is very disappointed. Read three lines and find out why. What time of year do you think it is in the picture? Why? Read the next two lines and see if we are right. Little Deer decides to do something about those antlers. Finish the page and find out what he decides.

Page 153. Read five lines. What does the rabbit tell him? Now finish the page. Can Mr. Turtle help him out?

Page 154. Little Deer may be looking up to talk to the bird, but I know another reason why he is looking up. Read three lines and find out the other reason. Now finish the page. What does the bird tell Little Deer?

Page 155. Read the first two-line sentence. Who is this frog we see in the picture? Finish the page. What does he tell Little Deer?

Oral Reading

Organization. (Have the following sentences on board. Have pupils decide which one should be numbered 1, 2, etc. Then have some child read aloud the part of the story which goes with one part, etc.)

- _____ Little Deer started out to find his antlers.
- _____ He talked to Grandfather Frog.
- _____ He talked to the rabbit.
- _____ He talked to the bird.
- _____ He talked to Mr. Turtle.

Word Recognition Techniques

Associating final word sounds with the letters which represent them. Here are some ways in which words often end. (Write

m n p t.) Listen as I say *drum*. Show me the sound and the letter with which *drum* ends. If I write *drum*, all but the last letter, will you finish it for me? (Continue with *mitten*, *swim*, *ship*, *light*, *last*, *lamp*, *listen*.)

Verb forms in s. This word says—(Write *walk*.) This word says—(Write *walks*.) Which word should I use in my sentence? (Write *Jerry* _____ *with Mother*. Wait for suggestion *walks*; then complete sentence. Continue with several other sentences and words.)

Vocabulary Enrichment and Extension

Word meanings. (Write on board the following phrases: *Every day*, *Before long*, *Once again*, *Again and again*, *By and by*, *All at once*.) I see a phrase which means *in just a few minutes*. Find and read it for us. (Continue in similar way.)

Supplementary Activities

Workbook for The New Round About, pages 104, 105.

UNIT 60

A Deer with Antlers (*cont.*, pages 156-58)

Materials Needed

Pocket Card Holder

Word Cards:	as	grew	off	Well	until
	delighted	grow	parade	why	
	followed	lovely	them	wild	

Initial Procedure

Vocabulary review. These two partner words say—(Add *grew* and *grow* to holder.) When we are surprised, we often say—(Add *Well*.) Something beautiful is—(Add *lovely*.) The ducks of Blue Barns were—(Add *wild*.) They—(add *followed*) Andrew like a—(add *parade*). Little Deer wants antlers, but he will have to wait for—(add *them*; then *until*) they grow. Maybe they will be—(add *as*) big as those on the father deer. Won't Little Deer

be—(add *delighted*)! He can't understand—(add *why*) he can't have them now. Who can climb up and down the word ladder?

Introducing new word and its meaning (*off*). Jerry had a new bicycle. One day he fell—(add *off* to holder) and got a bad bump. Don't forget, the new word says—.

Sentence beginnings. (Write the following phrases on board and proceed as in previous units: *Day in and day out, Every winter, From that time on, No other deer.*)

Silent Reading

Page 156. Is Little Deer still looking for antlers? Read four lines and see. One day what happened? Read the next four lines and find out. Finish the page. What does Mother Deer say to Little Deer?

Page 157. I know the secret. I know why Mother Deer wants him to look into the water. Do you? (Explain about horns in velvet.) Read the first six lines. The story tells something the picture also tells. What is that? Did Little Deer discover the secret? Finish the page and find out.

Page 158. Who do you think this is? Now read the first four lines very carefully. They tell something very important that happens to all father deer. It happens to Little Deer also. What is it? I believe Little Deer grows to be the grandest deer in the woods. Finish the page and find out why.

Page 159. I think some people you know are going to have some happy times in the next story. Who are they? Maybe that is the reason the title is—.

Oral Reading

(Assign one or two pages of the Little Deer stories to each pupil. Proceed as in similar units.)

Word Recognition Techniques

Associating final word sounds with the letters which represent them (review). Many words end with one of these endings. (Write *ll er y ck.*) Listen as I say *saucer*. Show me the way *saucer* ends. I will write *saucer*, all but the last two letters. You finish it for me. (Continue with *pretty, clock, pull, grocer, crack, hilly.*)

Developing visual acuity; Establishing sight vocabulary.
(Write *Some of the boys fell off*. Have sentence read, and have pupils discover difference between *of*, *off*. Have words written. Repeat with *One of the boys got on for on, one*.)

Vocabulary Enrichment and Extension

Word associations. How many things do you think of when I say "baby deer"? (spotted coat, bed of leaves, etc.) When I say "father deer"? (antlers, antlers dropping off, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, page 103.
2. *Vocabulary First Reader Workbook*, page 81.
3. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 106, 107. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 5 in the test on speech sounds. Use the comprehension test to diagnose pupil ability to do independent reading and thinking. If pupils fail on this test, have a similar paragraph on the bulletin board each day. Emphasize the puzzle element and stimulate pupils to find the right answer. At this time, check each pupil individually with the word cards for the new first reader vocabulary. (See pages 206-8 of the first reader.)

UNIT 6I (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 82-93.
The Little White House, pages 11-16. (Give help with *chairs*, page 11; *color*, page 13; *guess*, page 15; *has*, page 16.)
Through the Gate, pages 48-55. (Give help with *story*, page 48; *tell*, page 49; *Gray*, page 50.)
Up the Street and Down, pages 46-53. (Give help with *story*, page 47.)

UNIT 62

Paddy and His Pets (pages 160-63)

Materials Needed

Pocket Card Holder

Word Cards:	another	called	grew	off	pocket
	asked	cried	grow	Paddy	Thank
	baby	fast	of	pet	

Initial Procedure

Vocabulary review. These two partner words are—(Add *grew-grow.*) These two are—(Add *of-off.*) Instead of saying *said*, we may say—(Add *asked*; then *called*; then *cried.*) One more is—(Add *another.*) You were once a—(Add *baby.*) Don't forget to say—(add *Thank*) you.

Introducing new words and meanings (*fast, Paddy*). Jerry and Father were playing ball. Jerry called—(Write *Run fast, Father!*) Think how the new word begins. How did Jerry want Father to run? The new word is—, and this card says—(Add *fast* to holder.) Then Jerry said—(Write *Run as fast as your legs can carry you*, and have sentence read several times.) There will be a new boy in the store today, and his name is *Paddy*. (Add *Paddy* to holder.) Now if you can read these four sentence beginnings, we will be ready to read to find out what happens to Paddy. (Write *Once upon a time, There was, All day long, Another night.*)

Silent Reading

Contents page. The children in the next part of our book will have some—(Have unit title read.) I hope you have not forgotten that Jip was Alice's—(Add *pet.*) What will Paddy have? Read the title of the first story in this part and see. To what page shall we turn to find out what the pets are?

Page 160. Are these real pets you see on page 160? When you look on page 161, you see the real pet. But if your eyes are sharp, maybe you can find the kitten on page 160, too. You know how

pocket begins. Find the word *pockets* on page 161. The word *pocket*! So this word says—(Add *pocket* to holder.)

Now read the title and four lines. What did Father say when he came home? Finish the page. What did Paddy give Father?

Page 161. What do you think Paddy will do next? Read six lines and see if you guessed correctly. Finish the page and find out what happened to the kitten as the days went by.

Page 162. If you know how the page gets started (indicate *Another night*), you can read the whole page. Find out if Paddy got the puppy in just the same way he got the kitten.

Page 163. Count nine lines. Read that far. What happens to the puppy? Now finish the page. Does it tell you something you found out from the picture? What is that?

Oral Reading

(Have the following sentences on board. Have them numbered in order; then have individual pupils read the parts of the story which go with each sentence.)

- _____ Father came home and called to Paddy.
- _____ Paddy gave Father a hug.
- _____ Paddy got a little kitten.

- _____ Father came home again.
- _____ Paddy gave him another hug.
- _____ Paddy got a little puppy.
- _____ Paddy played with his pets.

Word Recognition Techniques

Associating final word sounds with the letters which represent them (review). Here are two ways words often end. (Write *ng ch.*) Listen as I say *thing*. Who will show me the sound and the letters with which *thing* ends? I will write *thing*, all but the last letters; then someone can finish it for me. (Continue with *sang, long, spring*; then repeat techniques with *catch, much, church*, etc.)

Verb forms. This word says—(Write *go*.) Use it in a sentence. Now the word says—(Add *ing*.) Use *going* in a sentence. This word says—(Write *walk*.) Who could make it say *walking*?

(Have some pupil add *ing.*) Who could use *walking* in a sentence?
(Continue with *eat, mend, etc.*)

Vocabulary Enrichment and Extension

Word meanings. Jerry could run—(Write *fast.*) If you wanted to tie your dog so that he could not run away, you would tie him *fast*. What do you do when you tie something *fast*? If you do not eat anything for a long time, we say you—. If a dress does not fade when Mother washes it, we say it is a *fast* color. What would we mean by that?

Supplementary Activities

1. *Workbook for The New Round About*, page 108.
2. *Vocabulary First Reader Workbook*, page 82.

UNIT 63

Paddy and His Pets (*cont.*, pages 164-67)

Materials Needed

Pocket Card Holder

Word Cards:	always	followed	other	them	When
	back	hide	put	thing	s card
	church	know	seat	thought	
	Everyone	must	Sunday	warm	

Initial Procedure

Vocabulary review. Another word for *all* is—(Add *Everyone.*) Little Deer—(add *followed*) Mother Deer. He walked in—(add *back*) of her. When you learn something, you—(add *know*) it. This word in which you see the little word *ought*, says—(Add *thought.*) One of the words you see in *something* is—(Add *thing.*) And now it says—(Add *s card.*) Little Deer wanted to go out with the—(add *other*) deer. But his mother said he—(add *must*; then *hide*) in his bed of leaves. (Add *When*) he was big, he could

go out with—(Add *them*.) On cold days you—(add *put*) on a—(add *warm*) coat.

Introducing new words and meanings (*Sunday, church, seat, always*). If you know this word (write *Sun*) and this word (add *day*), you know that the entire word says—. On Sunday you go to—(Write *church*.) You go early so that you can get a—(Write *seat*.) Of course the little word (underline *eat*) helped you to know that the big word said—. Now do you know these three cards? (Add *Sunday, church, and seat* to holder.) You should *always*—(add card to holder) go to church on Sunday. The last card says—. I hope you will—(indicate *always*) remember this word. Now if you can read this sentence beginning (write *Before long*), we can read to find out what happens to Paddy today.

Silent Reading

Page 164. Read five lines. Find out what day it was and what Paddy did. I hope you haven't forgotten this name. (Write *Mac*.) Now finish the page. Someone talks to Paddy. Find out what he says and what Paddy does.

Page 165. Paddy's father and mother know what to do with deer antlers. What do they use them for? Now read five lines. When Paddy came into the house, did he see just what you see? Now finish the page. Find out why in the world Paddy hides his pets in Father's pockets.

Page 166. Don't forget how to begin the first sentence. (Indicate *Before long*.) Now read three sentences. What does Paddy tell Father to do? We want to always remember that this word (indicate *always*) says—. Now read five more lines. Why didn't Father discover the pets in his pockets? Finish the page. Paddy talks to someone. Who is it, and what does he say?

Page 167. Read three lines. See if they tell you the same thing the picture does. Read three more lines. Does Paddy know how to behave in church? What makes you think that he does? Finish the page. What does Father do? What do you think will happen when we read again?

Oral Reading

(Have the following sentences on board and proceed as in previous unit.)

- Paddy went to the garden
and talked to Mr. Mac.
- Paddy put his pets to sleep
in Father's pockets.
- Paddy and Father walk to church
and talk to a little old lady.
- Paddy and Father go into the church.

Word Recognition Techniques

Associating initial and final sounds with the letters which represent them. It takes two letters to begin the word—(write *church* and underline *ch*.) Say *church* and listen to the way it begins. Say *church* and listen to the way it ends. (Underline final *ch*.) What did you find out? Show me how *chalk* begins, and I will finish the word for you. (Continue with *child*, *chicken*, etc.) If I write *watch*, all but the last two letters, will someone finish it for me? (Continue with *ditch*, *stitch*, etc.)

Verb forms. (Repeat procedure from previous unit, having pupils add *ing* to *help*, *wish*, *work*, etc.)

Vocabulary Enrichment and Extension

Descriptive phrases. Can you add two words to the word—(write *pocket*) to tell about Father's pocket? (*very big*) Add two words to—(write *antlers*) to tell how they look. (*big brown*) (Continue with *big*, *big hug*; *big warm coat*; *little baby kitten*.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 109, 111.
2. *Vocabulary First Reader Workbook*, page 83.

UNIT 64

Paddy and His Pets (*cont.*, pages 168-70)

Materials Needed

Pocket Card Holder

Word Cards:	as	bump	hurt	put	thought
	back	Everyone	other	smiled	took
	basket	head	over	them	

Initial Procedure

Vocabulary review. One day Jerry was running—(add *as* to holder) fast as his legs could carry him. He fell—(add *over*) a stick and got a bad—(add *bump*) on the—(add *back*) of his—(add *head*). The—(add *other*) boys came running. (Add *Everyone*; then *thought*) he was badly—(add *hurt*). A man—(add *took*) him home, and Mother—(add *put*) cold water on the bump. I hope you remember that Quack, Quack went to the show in a—(add *basket*). Another way to say *with Alice and Jerry* is to say with—(add *them*).

Introducing new word and meaning (*smiled*). I am sure that if the people in the church had known what was in Father's pockets, they would not have laughed, because they were in church. But they might have—(Write *smiled*.) The new word begins like *smoke*. They might have sm____. Show me how they might have smiled. Then this card says—(Add *smiled* to holder.) Now turn to page 168 so that we can find out what really happened.

Silent Reading

Page 168. Read five lines. What happened and exactly how many people smiled? When Father was very surprised at something, he often said *Upon my word*. Finish the page. Did he say that to himself this time? What else did he say?

Page 169. Can you count seven lines? Read that far. Something else funny happens. Find out what it is. I wonder if Paddy explains things. Read the next five lines and find out. Did Father get cross? Finish the page and see.

Page 170. Read five lines. What happened on the way out of church? Father thinks up a good plan. Finish the page and see what it is.

Oral Reading

(Assign one or two pages of the story to each pupil. Give whatever help is necessary and proceed as in previous units.)

Word Recognition Techniques

Phonetic parts (review). In the word *car* this part (underline *ar*) says—. Use this part to help you get some new words. One of Paddy's toys was a—(Write *car*t.) In that word you saw a—(Write *part*.) When you hear music, you like to—(Write *march*.) A knife is—(Write *sharp*; then repeat techniques with *how*, *howl*, *bow*, *towel*, *shower*; *moo*, *moon*, *noon*, *poor*, *room*, *root*.)

Developing visual acuity; Establishing sight vocabulary. (Repeat techniques from Unit 60 with *of*, *off*; *on*, *one*.)

Vocabulary Enrichment and Extension

Word meanings (opposites). When I am happy, I laugh. When I am sad, I cry. *Laugh* and *cry* mean very different things. We call them—. What about *happy* and *sad*? (Continue, having pupils suggest the opposites of *fast*, *fat*, *warm*, *long*, *never*, *no one*, etc.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 110, 112.
Be sure items on page 112 are correctly identified.
2. *Vocabulary First Reader Workbook*, page 84.

UNIT 65 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 94-103.
Through the Gate, pages 73-79.
Up the Street and Down, pages 70-90. (Give help with *yellow*, page 71; *letter*, page 74.)
3. **Choral reading.** "My Dog" and "The House Cat" from *Let's-Read-Together Poems*.

UNIT 66

Good Coasting (pages 171-73)

Materials Needed

Pocket Card Holder

Word Cards:	always	bundle	know	right	Where
	as	coasting	other	thing(s)	Who
	asked	grow	put	When	Why

Initial Procedure

Vocabulary review. If you were to look from the window on a winter's day, I am sure you would see—(write *Sun*; then write *blue sky*; then write *snow, snow, snow*). I wonder—(add *Where* to holder) you would go and—(add *Why*), and—(add *Who*) would go with you, and—(add *When*) you would come home. If you—(add *put*) on your winter coat and—(add *other*) warm—(add *things*), you would be—(add *as*) warm as toast even if it did—(add *grow*) cold.

I hope you—(add *know*) that this word always says—(Add *always*.) Call it that, and you will always be—(Add *right*.) When Jerry did not know something, he always—(Add *asked*.)

Introducing new words and meanings (*coasting, bundle*). One day Jerry got all the newspapers out of the basement and put them in a big pile. Father helped him tie them, and before long they had a big—(Add *bundle* to holder.) Think how the word begins, and think what Jerry had. The new word is—. On cold days Mother used the word *bundle* in a different way. She told Jerry—(Write *He must bundle up well*.) When you bundle up well, you make yourself look like a—. I am sure when Jerry was bundled up well, he took his sled, went to the hill, and then went—(Add *coasting*.) Think how the word begins. Think what you do when your sled goes all by itself without any pushing. The

new word is—. Now don't forget that when Father was surprised, he often said—(Write *Upon my word!*)

Silent Reading

Contents page. Some weather is good for coasting; some is not so good. What kind of weather does the title make you think of? Who will read the title and tell us to what page to turn?

Page 171. I wonder who was the first one to discover that it was a good coasting day. Read the title and five lines and find out. What do you expect Alice and Jerry to say? Finish the page. Were you right?

Page 172. Somebody has a different idea. Read three lines. Who is that? I hope Alice and Jerry do not get pouty and cross. Read two more lines and see if they do. Now finish the page. Maybe Mother will use one of our new words. What does she say?

Page 173. I think someone is joking with Alice. Read six lines. Find out who is joking and what the joke is. Finish the page. How does the joke come out?

Oral Reading

When Father looked from the window, the sky was gray. Is that true? Find and be ready to read the sentence which proves that it isn't. (Continue in similar way.)

Word Recognition Techniques

Phonetic parts (review). In this word (write *day*) this part says—(underline *ay*). Use what you know to help you with this word. (Write *way*.) Now use *way* in a sentence. (Continue with *lay*, *Ray*, *pay*; repeat techniques with *show*, *bow*, *low*, *row*, *tow*.)

Developing visual acuity; Establishing sight vocabulary. (Repeat techniques from Units 6 and 9 with *This*, *That*, *There*; *Is*, *In*, *It*, *If*.)

Vocabulary Enrichment and Extension

Word associations. When you see this phrase (write *a lovely winter day*), how many different things come to your mind? Think of what you would see, what you would do, how you would feel.

Supplementary Activities

1. *Workbook for The New Round About*, page 113.
2. *Vocabulary First Reader Workbook*, page 85.

UNIT 67

Good Coasting (*cont.*, pages 174-76)

Materials Needed

Pocket Card Holder

Word Cards: flew long really rolled thought were

Initial Procedure

Vocabulary review. (Have the following sentence beginnings on board: *Before long*, *All the world was*, *Around the house went*, *Then all at once*, *Upon my word*.) Here are some ways in which our sentences will begin. Draw a line under a phrase you know; then use it to finish a sentence.

This word in which you see the part (give sound *er*) says—(add *were* to holder). When Grandmother had no one to talk to her, she—(add *thought*). Something that is true, is—(add *really*) so. A year is a—(add *long*) time. Jerry ran so fast that it looked as if he—(add *flew*) along.

Introducing new word and meaning (*rolled*). Jerry went to see Jack and left his wagon at the top of a hill. All at once it—(add *rolled*) downhill. Think how the new word begins. It says—. Jerry started after it. He stumbled, and then he—(indicate *rolled*; then write *over and over*).

Silent Reading

Page 174. Read five lines. How did the world look when Alice and Jerry went out that morning? Finish the page. What three things did they do?

Page 175. Jerry is plotting mischief. Read four lines. What is the mischief? Does Alice wait for that big snow ball to hit her? Finish the page. What does happen?

Page 176. Father is joking again. Count eight lines. Now read that far. What is Father's joke? Finish the page. Check with the picture. Does the story tell just what the picture does? Why?

Oral Reading

Find and be ready to read aloud three sentences which tell how the world looked that morning. Six sentences which tell about Jerry chasing Alice with the snow ball! (Continue in similar way.)

Word Recognition Techniques

Verb forms. This word says—(write *hurt*). Could anyone write the word *hurts*? Watch my sentence. Which word do I need to finish my sentence? (Write *My head* ____; wait for suggestion *hurts*; then have some child write in the word which completes the sentence. Continue with *bump, bumps, give, gives, play, plays*; then repeat techniques with *do, doing, fly, flying, saw, sawing, play, playing*.)

Developing visual perception. In the word—(write *cold*) I see the little word—(underline *old*; then write *old*). What little word do you see in—(write *farmer*)? Draw a line under the little word; then write it for us. (Continue with *can* in *candle*, *mend* in *mender*, *you* in *your*, *fun* in *funny*.)

Vocabulary Enrichment and Extension

Word meanings. (Review the meaning of *bundle* [a package], *bundle* [to bundle up].) What does a sled do when it goes coasting down hill? Yes, it goes without any pushing or pulling. Jerry has a coaster wagon. What can that wagon do? What do you do on a roller coaster?

A train runs on a—. What do Jerry and his sled make in the snow?

Supplementary Activities

Vocabulary First Reader Workbook, pages 86, 87.

UNIT 68

Good Coasting (*cont.*, pages 177-80)

Materials Needed

Pocket Card Holder

Word Cards:	afraid	flew	many	sang	turn
	another	long	off	seat	until
	coasting	lovely	parade	smiled	

Initial Procedure

Vocabulary review. I hope you remember that when the kitten mewed in church, the people—(add *smiled*) and looked at one—(add *another*). Show me how they would look at one another. I am sure that after Father and Paddy left, the people—(add *sang*).

By this time in our story, Father and Jerry have the sleds. So today I hope that they will really go—(add *coasting*). It is a—(add *lovely*) day. I suppose there will be—(add *many*) children on the—(add *long*) hill. Maybe the sleds will look like a—(add *parade*). I am sure they just—(add *flew*) down the hill. I hope no one fell—(add *off*). I hope no one was—(add *afraid*). I hope that everyone kept his—(add *seat*; then *until*) he came to the bottom of the hill. Who can climb this word hill; then go coasting down again?

Introducing new word and meaning (*turn*). This morning as I was driving along in my car, I came to a—(add *turn* to holder) in the road. Think how the word begins. Remember that this part (indicate *ur*) says—. Think how the word ends. It says—. Just then—(Write *Around the turn came a car.*) Just as the car passed me, I remembered that I had forgotten my purse. So—(Write *I had to turn back and get it.*) I hope the coasting party does not have to turn back and go home. Turn quickly to page 177 and see what happens.

Silent Reading

Page 177. If you had been on the hill that morning, what would you have seen? Read four lines and find out. What would

you have heard? The next two-line sentence will tell you. Did Alice and Jerry get tired by the time they got to the top? Finish the page and see what you think. Why didn't they turn back?

Page 178. Read four lines. Father asks an important question. Find out what it is. How does it happen that Alice, not Jerry, rides with Father? Finish the page and see.

Page 179. What does Father say to start them off? Read four lines to find out. Was Alice afraid? Finish the page and see. What does she do to show that she isn't?

Page 180. I think this hill does what my road did. What is that? Read four lines. What does Father say to Alice? Is Alice afraid? Find out from the picture. Don't forget how this sentence begins. (Draw a line under *Around the turn* in sentence on board.) Now finish the page. Do Father and Alice get down to the bottom safely? What happens?

Oral Reading

Find and be ready to read the sentence which tells what kind of day it was. The one which tells that Alice and Jerry and Father and Mother were not the only ones going to the hill! (Continue in similar way.)

Word Recognition Techniques

Developing visual perception. I see a little word in this big word. (Write *sleepy*.) Can you draw a line under the little word? Can you write the little word? (Continue with *at* in *sat*, *up* and *on* in *upon*, *at* in *that*, *in* and *to* in *into*, *all* in *ball*, *go* in *going*.)

Phonetic part *ir*; Initial sounds. Listen as you say—(Write *What* and underline *Wh*.) Remember how it begins. This part says—(Write *ir*.) Then you know that a wheel can—(Write *whirl*, and allow time for pupils to work out word for themselves. Use same techniques for *shirt*, *chirp*, *third*.)

Vocabulary Enrichment and Extension

Word meanings. Sometimes a car comes to a—(write *turn*) in the road. What is that? You want your—(indicate *turn*) in a game. Then what do you want? Can you—(indicate *turn*) around? In how many other ways can you turn?

Supplementary Activities

1. *Workbook for The New Round About*, pages 116, 117.
2. *Vocabulary First Reader Workbook*, page 88.

UNIT 69

Good Coasting (*cont.*, pages 181-84)

Materials Needed

Pocket Card Holder

Word Cards:	another	flew	hurt	over	until
	coasting	followed	much	parade	
	coming	fun	off	rolled	

Initial Procedure

Vocabulary review. I am sure Alice thought—(add *coasting* to holder) was so—(add *much*; then *fun*). If Father had not known how to steer, I am afraid the sled might have tipped—(add *over*). Alice might have—(add *rolled*, then *off*) into the snow. But I am sure she would not have been—(add *hurt*). Why? In our last picture we saw—(add *another*) sled—(add *coming*) down the hill. Maybe Mother and Jerry waited—(add *until*) that sled reached the bottom. Then they—(add *followed*) it. I hope their sled—(add *flew*) down the hill. Then I suppose everyone started up the hill again in a long—(add *parade*).

Now if you can read these sentence beginnings and use each one in a sentence of your own, we will be ready to find out what happens. (Write *All at once*, *Around the turn*, *So once again*.)

Silent Reading

Page 181. What did Father do when he reached the foot of the hill? What did he see? How did he feel? Read five lines and find out. Who was the first one to see the big sled? Finish the page and see. Be ready to tell how you know.

Page 182. Read the whole page. How did the accident happen? How many people were hurt?

Page 183. This time Alice has sharper eyes than Father. Read six lines and find out why. Finish the page. Are Mother and Jerry still on the sled?

Page 184. Can you count eight lines? Read that far. Do Mother and Jerry have an accident as Alice expects? What really happens? Now finish the page. How many people are really enjoying coasting? What is the next thing that happens? Who do you think enjoys coasting most?

Page 185. Mr. Carl is like Alice. He is all bundled up. Who can read the title? Do you suppose Mr. Carl will get a new bird on a cold winter day like this?

Oral Reading

(Assign one or more pages of the coasting story to each pupil in group. Give whatever help is necessary in preparation for having the whole story reread orally in an enjoyable way.)

Word Recognition Techniques

Initial consonants (review). You like puzzles. How quickly can you find the answers? Here are two new words. (Write *band*, *land* and use each in sentence.) Which one says *land*? How do you know? (Continue with *gold*, *sold*; *curl*, *hurl*; *dear*, *near*; *fire*, *tire*.)

Developing visual acuity; Establishing sight vocabulary. (Repeat techniques from Units 11 and 20 for *one*, *once*; *give*, *gave*.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Have the following words on board: *sled*, *hurt*, *afraid*, *seat*, *just one*, *many*, *really*, *always*.) Many boys and girls came down the hill together on a big toboggan. I see a word on the board which means the same as *toboggan*. Who can find it and read it? (Continue in similar way.)

Supplementary Activities

1. *Workbook for The New Round About*, pages 114, 115.
2. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 118, 119. A score of 1 is given for each

item marked correctly. Pupils should make a score of at least 5 in the test on speech sounds, a score of at least 7 on the vocabulary test. At this time check each pupil individually with the word cards for the first-reader vocabulary. (See pages 206-8 of the first reader.)

UNIT 70 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 130-34. (Give help with *our*, page 130; *children*, page 131; *under*, page 133.)
The Little White House, pages 17-22. (Give help with *ready*, page 17; *way*, page 20; *stop*, page 21.)
Through the Gate, pages 90-101. (Give help with *chair*, page 90; *found* and *pocketbook*, page 93.)
Up the Street and Down, pages 92-100. (Give help with *school*, page 92; with *pie*, page 97.)
3. **Choral reading.** "Snow" from *Let's-Read-Together Poems*.

UNIT 71

Ting-a-ling (pages 186-90)

Materials Needed

Pocket Card Holder

Word Cards:	about	delighted	letter	right	thought
	always	early	north	sing	ting-a-
	bell	enough	other	south	ling

Initial Procedure

Vocabulary review. Don't forget that this word always says— (Add *always* to holder.) When you are happy, you are—(Add *delighted*.) If you go in this direction, you go—(Add *north*.) If you go this way, you go—(Add *south*.) I hope you go the—(add *right*) way. Five o'clock is—(add *early*) in the morning. Jack asked me what I—(add *thought*) about his new bicycle. No—(add

other) boy has a bicycle like that. I will be—(indicate *delighted*) if someone can read all these cards.

Introducing new words and meanings (*about, enough, bell, sing, ting-a-ling*). (Have the following sentences on board.)

I have had enough to eat.

It is about Mr. Carl.

They could sing.

He had a bell on his door.

Ting-a-ling!

Mother wanted Jerry to eat some more breakfast, but he said—(Indicate sentence 1.) I will tell you this word if I must (indicate *enough*), but maybe you can get it for yourselves if you think what you say when you can't eat any more. I have had _____ to eat. Then this card says—(Add *enough* to holder.) We will have a good story this morning. (Sentence 2.) This little word says—(Underline *a* in *about*.) On the end of the new word you see—(Underline *out*.) Now jump over the new word and read the rest of the sentence. It will be a good story. It is a_____out Mr. Carl. The new word is—, and this card says—(Add *about* to holder.)

Mr. Carl had many birds, and—(sentence 3). Remember this part of the new word says—(Underline *ing* in *sing* and give sound.) So the new word is—(Add *sing* to holder.) Mr. Carl knew when someone was at his door because—(sentence 4). Think how the new word (indicate *bell*) begins; then jump over it. It says—(Add *bell* to holder.) The bell said—(sentence 5). Remember that this part says—(Underline *ing* in *ting* and in *ling* and give sound.) A bell says—(Add card to holder.) Take one of the new words from the holder; show us the sentence in which you found it; then read the sentence and the word. Now if you can get some sentences started, we can find out about Mr. Carl. (Write *Before long, There was, No other bird.*)

Silent Reading

Contents page. The title of the new part of our book is—. Mr. Carl's bell must be ringing in the first story. How do I know? To what page shall we turn to find out who is at the door?

Page 186. (Allow ample time for enjoyment of pictures.) Read the title and the first three lines. They tell you certain

things which you can also find out from the picture. What are those things? Why doesn't Mr. Carl get out of bed? Finish the page and find out why.

Page 187. Can you count seven lines? Read that far. What is Mr. Carl saying on the way down stairs? How many times does the bell ring? Mr. Carl isn't the only one that wakes up. Finish the page and find out how I know.

Page 188. Now you know who was at the door. What does he have? What kind of letter must it be if the postman rings the bell? You know how *letter* begins. How many times can you find the word? Then this card says—(Add *letter* to holder.) Read six lines. Find out what the postman said to Mr. Carl. Does Mr. Carl talk to the postman? What does he do? Finish the page and find out.

Page 189. Read just the first two-line sentence. Be ready to tell how Mr. Carl felt when he read the letter and why. Now if you will read the rest of the page and find out five things about the bird, I will help you with the last word and tell you the bird's name. (Write *nightingale* on board and underline *night*, and then *in*, as you say the word. Show picture of nightingale if possible.)

Page 190. Where did the letter come from and what did it say? Read six lines to find out. How did Mr. Carl feel and what did he do? Read the next five lines. Now you know why he is so bundled up in the picture. Don't forget what Jerry said when he wanted no more breakfast. (Indicate *enough*.) Now finish the page. What did Mr. Carl wish that he had done this winter?

Oral Reading

Find and be ready to read aloud the sentence which proves that Mr. Carl had wanted a nightingale for a long, long time. The one which proves that the nightingale is the best bird singer in the world! (Continue in similar way.)

Word Recognition Techniques

Initial consonants (review). Here are two new words. (Write *jeep*, *keep* and use each word in a sentence.) Which word says *keep*? (Continue with *ring*, *wing*; *more*, *shore*; *pin*, *chin*; *vine*, *whine*; *thick*, *chick*.)

Developing visual acuity; Establishing sight vocabulary. (Repeat techniques from Units 25, 29 with *was, were; the, they, them, then.*)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on board: *pet, grandmother, show, mend, tune, money, truck, pear, lady, bank.*) Your mother's mother is your—. Who can find the right word? (Continue in similar way.)

Supplementary Activities

Vocabulary First Reader Workbook, pages 89, 90, 91, 92.

UNIT 72

Ting-a-ling (*cont.*, pages 191-94)

Materials Needed

Pocket Card Holder

Word Cards: always as enough fast If why

Initial Procedure

Vocabulary review. (Have the following sentences on board.)

The boys and girls laughed and sang
and called to one another.

"Look out when you cross the road,"
he cried.

He thought about many things.

His thoughts were happy ones,
and he smiled to himself.

One Sunday afternoon Mother, Alice, and Jerry went coasting again. This time Father did not go, but he walked to the door to see them off. There were many boys and girls going to the hill. Father could tell because—(sentence 1). Father watched Mother, Alice, and Jerry start out, and then—(sentence 2). Then back he went to his easy chair before the fire. He had no one to talk to, so—(sentence 3). He liked to be home alone in front of the fire, and so—(sentence 4).

I am sure Father had had dinner—(add *enough* to holder) because Mother—(add *always*) had a good dinner on Sunday. (Add *If*) Father grows sleepy, he may fall—(add *fast*) asleep. I wonder—(add *why*) Father stayed at home. Maybe he thinks that a man—(add *as*) old as he should not go coasting too often. (Have sentences and words reread.)

Now if you can get some sentences started, we are all ready to start off with Mr. Carl after his nightingale. (Write *All at once*, *There were*, *As he started*, *No other bird*.)

Silent Reading

Page 191. How will Mr. Carl get to the city? Read four lines and find out. Now finish the page. When did Mr. Carl meet these boys and girls? Good readers will know.

Page 192. Alice has a very good idea. Read seven lines. Find out what her plan is. Do you think it is a good plan? Why? Finish the page. What does Mr. Carl say about it? Don't forget that promise. Tomorrow Mr. Carl will go—.

Page 193. Read four lines. Which seat did Mr. Carl choose and why? He reminds me of Father. Finish the page and find out why.

Page 194. I know what one of Mr. Carl's happy thoughts is. Read four lines and see if you can find out. Now finish the page, and if you are very good readers, you will be able to tell me where the nightingale got his name.

Oral Reading

Mr. Carl took a bus to the railroad station. Is that true? Find and be ready to read the sentence which proves that it isn't. (Continue in similar way.)

Word Recognition Techniques

Final sounds (review). Here are two new words. (Write *fig*, *fill*, and use each one in a sentence.) Which one says *fill*? (Continue with *cup*, *cut*; *dish*, *ditch*; *Dad*, *Dan*.)

Developing visual acuity; Establishing sight vocabulary. (Review techniques from Unit 15 with *What*, *When*, *Where*, *Why*, *Who*.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on board: *organ, road, twins, another, picnic, autumn, lovely, tomorrow, gas, delighted.*) An outdoor party is sometimes called a—. Who can find the word which tells? (Continue in similar way.)

Supplementary Activities

Workbook for The New Round About, pages 120, 121, 122.

UNIT 73

In the City (pages 195-99)

Materials Needed

Pocket Card Holder

Word Cards:	always	enough	money	Road	time(s)	When
	another	If	North	there	turn	Where
	bundle	many	pet	thing(s)	until	year

Initial Procedure

Vocabulary review. Your birthday comes only once a—(add *year*) to holder. I wonder how—(add *many*; then *times*) Mr. Carl went to the city each—(indicate *year*). I am sure he—(add *always*) enjoyed himself because—(add *there*) were so many—(add *things*) to see. I hope he will not—(add *turn*) around and come home—(add *until*) he has that bird. I hope he has—(add *money*; then *enough*) to get it. I hope he knows the way to the—(add *pet*) store on—(add *North*; then *Road*). I hope he doesn't make a mistake and go to—(add *another* store, and I am glad he remembered to—(add *bundle*) up. Don't forget these two question words (add *When, Where*) and this word (add *If*).

Silent Reading

Contents page. The title makes me know that Mr. Carl arrived safely. How do I know? To what page shall we turn to find out what happened in the city?

Page 195. How many times a year did Mr. Carl go to the city? What did he like to do when he got there? Read the title

and six lines to find out. This morning is going to be different. Finish the page and find out why.

Page 196. (Take time for discussion of picture details. Have pupils read whatever signs they can; read others for them. Have them decide what Mr. Carl is looking at, and what he may do.)

You decided that Mr. Carl had his eye on the doll. Read the whole page. What is he thinking as he looks at the doll? What do you think he will do next? What little girl is he thinking about?

Page 197. Will Mr. Carl buy the doll instead of the nightingale? Read four lines and find out. Finish the page. What is he thinking to himself as he walks on?

Page 198. (Read signs for children. Have them see that Mr. Carl has his eye on a log-cabin bank, and have them decide whom it may be for.) Now let's see if we figured things out right. Read the whole page. What did Mr. Carl buy and whom was it for?

Page 199. (Read signs for pupils as usual. Have them decide whether Mr. Carl will stop at the drug store.) When Mr. Carl comes to the end of the street, he will have to—(Indicate *turn*.) Read six lines. Were we right when we said he was not going to stop at the drug store? Finish the page. Were you surprised? What happened?

Oral Reading

(Have the following sentences on board. Have pupils decide which sentence tells what happened first, number the sentence 1, and then read the part of the story which goes with the sentence. Continue in similar way.)

- _____ Mr. Carl looked in the toy store window.
- _____ Mr. Carl got to the city and started
for the pet store.
- _____ Mr. Carl got the doll.
- _____ Mr. Carl got the boat.
- _____ Mr. Carl got the bank.

Word Recognition Techniques

Final sounds (review). Here are two new words. (Write *cook*, *cool*, and use each in a sentence). Which word says *cool*? (Continue with *arm*, *army*; *Ding*, *Dick*; *rich*, *richer*; *Sam*, *Sash*.)

Developing visual acuity; Establishing sight vocabulary. (Repeat techniques from Unit 55 with *grew, grow*; from Unit 60 with *of, off, on, one*.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on board: *followed, afraid, parade, wife, alone, pool, know, really, wisest, nap*.) Your mother is your father's—. Who can find the word which tells? (Continue in similar way.)

Supplementary Activities

Vocabulary First Reader Workbook, pages 93, 94.

UNIT 74

In the City (*cont.*, pages 200-202)

Materials Needed

Pocket Card Holder

Word Cards: before money really twenty Well Where
enough much smiled until When Why

Initial Procedure

Vocabulary review. I wonder how—(add *much* and then *money* to holder) Mr. Carl—(add *really*) had. I hope he won't wait—(add *until*) it is all gone—(add *before*) he gets the night-ingle. He surely wants to have money—(add *enough*) for that. I imagine that when he got to the pet store, the man—(add *smiled*) and said—“(add *Well*), I have been waiting for you.”

Now if you know these question words (add *When, Where, Why*), maybe you also know that ten and ten are—(Add *twenty*.) Maybe you can also read these sentence beginnings. (Write *As he started, He thought about, Upon my word*.)

Silent Reading

Page 200. Where do you think Mr. Carl is now? What makes you know that this is a pet store? Why do you think he has stopped outside with his hand in his pocket? What is he thinking

to himself as he stands there? Read six lines and find out. Finish the page. How much money does he really have? Can he get the nightingale?

Page 201. Where do you think he is going now? Read the whole page. Be ready to prove that he is going home, by reading three lines on the page.

Page 202. What is the first thing Mr. Carl thinks about as he starts for the train? The first four lines will tell you. What does he think about next? Read five more lines and see. How did Mr. Carl feel as he got on the train and why? Finish the page and find out.

Oral Reading

Mr. Carl stopped outside the pet store to count his money. Is that true? Read the sentence which proves that it is. He had only twenty pennies in his pocket. Is that true? Prove that it isn't by reading a sentence. (Continue in similar way.)

Word Recognition Techniques

Phonetic parts (review). Here are two new words. (Write *hard*, *herd*, and use each one in a sentence.) Which word says *herd*? Continue with *curl*, *cool*; *Roy*, *Ray*; *loud*, *lard*; *pill*, *pillow*.)

Developing visual acuity; Establishing sight vocabulary. When Mother says, "No," she uses this word. (Write *no*.) When we learn something, we use this word. (Write *know*.) How are the two words alike? How different? (Erase words.) Who can write the word which means *no*, you cannot do something? Who can change the word to make it mean something we have learned? (Erase, and repeat several times.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on board: *hurt*, *antlers*, *always*, *seat*, *bundle*, *enough*, *grow*, *spring*, *car*, *baby*.) An animal that is very, very young is a—. Who can find the word which tells? (Continue in similar way.)

Supplementary Activities

Workbook for *The New Round About*, pages 123, 124, 125.

Have page 124 done under teacher supervision. Have the text

read aloud, but lead the pupils to think out the answers for themselves.

UNIT 75

Ting-a-ling Again (pages 203-5)

Materials Needed

Pocket Card Holder

Word Cards: about as off right smiled thought
afraid fell over rolled south until

Initial Procedure

Vocabulary review. In my room at home I have a window which looks to the—(Add *south* to holder.) Mr. Carl—(add *smiled*; then *as*) the train went on. I am sure he was so tired that when he went to bed that night he—(add *rolled*; then *over*) and went—(add *right*) to sleep. I am sure he never—(add *thought*; then *about*) the nightingale—(add *until*) the next morning. In fact I am—(add *afraid*) he was so sleepy that he almost—(add *fell*) asleep before he got—(add *off*) the train.

Now read these sentence beginnings so that we can finish the story and finish the book. (Write *Before long*, *There were*, *Upon my word*, *Not one of them*.)

Silent Reading

Contents page. Someone must be at Mr. Carl's door. What makes me think so? If you remember what he said he would do the next day, maybe you can guess who is there. To what page shall we turn to see if you guessed correctly?

Page 203. Mr. Carl is a sleepyhead again this morning. Read the whole page and see what the children say to him. Do you think Mr. Carl will really go?

Page 204. It doesn't look to me as if anyone is going coasting. I wonder how Mr. Carl got out of going. Read the whole page and find out.

Page 205. Can you count nine lines? Read that far. Why didn't the children go coasting even if Mr. Carl didn't want to go?

Now finish the page. Find out what gets Mr. Carl out of bed the next morning.

Oral Reading

(Assign one or two pages of the entire group of stories to each pupil. Proceed as in similar units.)

Word Recognition Techniques

Phonetic parts (review). Here are two new words. (Write *clean*, *clown*, and use each in sentence.) Which word says *clown*? (Continue with *few*, *fur*; *worm*, *wool*; *shook*, *shirt*.)

Developing visual acuity; Establishing sight vocabulary. When we say you are *here* in this room, we use this word. (Write *here*.) When you *hear* with your ears, we use this word. (Write *hear*.) Come *here*! Which word did I use? Did you *hear* what I said? Which word did I use? Remember to use the word *ear* when you write the word which means something you do with your ears. (Erase *here*, *hear*.) Who can write the word *here* which means "place"? (Continue to have words written several times. Review the writing of *know*, *no*.)

Vocabulary Enrichment and Extension

Compound words. If I put this word (write *over*) and this word (write *all*) together and then add this (add *s*), the compound word is—. Who can use it in a sentence? (Continue with *hilltop*, *crossroad*, *workman*, *outdoors*.)

Supplementary Activities

1. *Workbook for The New Round About*, page 126.
2. *Vocabulary First Reader Workbook*, pages 95, 96.
3. **Tests.** Give the informal tests in the *Workbook for The New Round About*, pages 127, 128. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 30 on the classification-of-ideas test. Use the comprehension test to diagnose growth in pupil power to do independent reading and thinking. At this time, check each child individually with the word cards for the first-reader vocabulary. (See pages 206-8 of the first reader.)

UNIT 76 (Supplementary)

1. **Textfilm.** See Textfilm manual.
2. **Additional reading** (to be done under teacher supervision).
Fun with Dick and Jane, pages 118-21; 140-46. (Give help with *friends*, page 118.)
The Little White House, pages 23-36. (Give help with *shoes*, page 23; *frisky*, page 32; *ladder*, page 34.)
Through the Gate, pages 112-18. (Give help with *game*, page 113; *ready*, page 115; *grass*, page 116; *mud*, page 117.)
Up the Street and Down, pages 101-110. (Give help with *us*, page 102; *take*, page 107.)
3. **Choral reading.** "Bundles" from *Let's-Read-Together Poems*.

Standardized Achievement Test

A Reading Achievement Test for use at the end of the First Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Second Reader, *The New Friendly Village*.

Diagnosis of Pupil Growth

(Upon the completion of *The New Round About*)

1. Is learning to read continuing to be an enjoyable experience? Are pupils entering into the spirit of the stories so that characters and occurrences seem real to them as they read? Are they associating experiences of story characters with their own experiences and judging them accordingly?
2. Have the pupils a well-established vocabulary of carrier words which they can and do apply independently with ease and confidence in the reading of simple primers?
3. Upon encountering a new word, do they use the following techniques without suggestion from the teacher?
 - a) look to see how the unknown word begins
 - b) jump over it to read the rest of the sentence so that the meaning of the sentence may help
 - c) look for picture clues to meaning and pronunciation

4. Can they read silently for the following purposes?
 - a) to grasp the general significance of context
 - b) to recall orally
 - c) to note specific details
 - d) to follow events in sequence
 - e) to predict outcomes
5. Have evidences of head and lip movement practically disappeared? Has silent reading before oral reading become a well-established habit?
6. Is oral reading fluent, rhythmic, and expressive?
7. Is the reading of simple primers becoming a natural part of the child's leisure-time activities?
8. Are pupils using reading in the activities of the school day: reading bulletin boards, signs, library books, etc., without constant suggestion from the teacher?
9. Are you, the teacher, diagnosing the needs of individual pupils in this group and adapting the unit plans to meet these needs?
10. Have you, the teacher, a sense of satisfactory accomplishment? Do you feel confident that a firm foundation has been laid upon which further reading development can take place?

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES

The table on pages 374-77 shows the development of word recognition techniques in each of the three groups at the first-reader level. An asterisk in a column indicates that the sound or phonetic part has been introduced and developed in the Preprimer or Primer Guidebook.

The table on page 378, "Application of Word Recognition Techniques," gives references to units where word recognition techniques are used to help in the recognition of unknown words and in the spelling of phonetic words.

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES

	Superior Group		Average Group		Immature Group	
	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>
<i>Initial consonant sounds</i>						
b.....	*	*	23	*	4, 51
c.....	*	*	*	2, 52
ch.....	*	30	*	.....	*	55, 63
d.....	*	*	*	1, 52
f.....	*	*	23	*	1, 51
g.....	*	*	*	3, 52
h.....	*	*	*	1, 51
j.....	*	*	*	3, 52
k.....	*	30	*	.....	*	3, 52
l.....	*	*	*	2, 52
m.....	*	*	*	2, 51
n.....	*	*	*	3, 53
p.....	*	*	*	1, 53
r.....	*	*	*	1, 51
s.....	*	*	29	*	2, 53
sh.....	*	30	*	11	*	4, 42, 49, 55
t.....	*	*	*	3, 51, 53
th.....	*	30	*	.....	*	4, 44, 49, 55
v.....	*	30	*	.....	*	4, 53
w.....	*	*	*	2, 53
wh.....	*	30	*	11	*	4, 55

	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>
<i>Phonetic parts</i>						
ar.....	*	1, 3, 6, 22	*	5, 12, 21	1	2, 35, 52, 56
ay.....	*	6, 22, 33	*	12, 24, 39	12	35, 45, 47
er.....	*	6, 22, 33	*	5, 11, 37	4	31, 33, 35, 39, 56, 60
ew.....	*	22	*	7, 13, 27	39	42, 55, 56, 73
ir.....	*	22	*	7, 13, 14, 37	26	36, 52, 56
oo (too).....	*	8, 22	*	27, 28	41	52, 56
oo (look).....	8	22	12	28, 39	16	36, 57, 58
or.....	5	22	19	37	31	35
ou.....	*	19	*	5, 14, 27, 39	36	39, 57, 58
ow (show).....	2	3, 22, 33	2	13, 27, 30, 39	28	35, 45, 47, 55, 56, 73
ow (now).....	*	2, 22	*	2, 11, 30	23	28, 36, 52, 56
oy.....	*	22	*	5, 13	10	36, 57, 58
ur.....	24	31	32	37, 39	48	57, 58
<i>Final sounds</i>						
ch.....	3	26, 30, 33	22	28	36	37, 40, 45, 47, 62, 63
ck.....	14	17, 23, 26, 33	17	19	29	30, 31, 33, 39, 43, 60
d.....	*	33	*	5, 6, 9, 10, 19, 21	7	9, 15, 25, 27, 31, 33, 35, 40, 43, 56, 57

*Introduced and developed previously. See p. 373.

(Continued on next page)

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES (cont.)

	Superior Group			Average Group			Immature Group	
	<i>Intro.</i>	<i>Review</i>		<i>Intro.</i>	<i>Review</i>		<i>Intro.</i>	<i>Review</i>
<i>Final sounds</i> (<i>cont.</i>)								
g.....	*	33		*	10		19	20, 25, 27, 33, 35, 40, 57
k.....	11	33		21	.....		21	22, 25, 27, 35, 57
l.....	*	19, 33		13	.....		28	56, 57
ll.....	4	5, 6, 26, 33		6	9, 10, 19		12	14, 15, 25, 27, 31, 40, 60
m.....	1	3, 33		1	3, 5, 6, 9, 10, 21		26	27, 43, 56, 59
n.....	*	3, 33		*	9, 10, 21		5	6, 15, 25, 27, 35, 43, 56, 59
ng.....	16	17, 26, 33		16	17, 19		34	35, 39, 45, 47, 62
p.....	*	33		*	10, 19		16	17, 27, 43, 59
sh.....	5	26		28	.....		42	49
t.....	*	33		*	9, 10, 21		10	11, 15, 25, 27, 31, 33, 35, 56, 59
th.....	23	26		28	.....		44	49
y.....	*	33		*	3, 5, 6, 9, 10		23	25, 27, 43, 56, 60
<i>Initial blends</i>								
bl.....	*	4, 5, 7, 8, 12, 13, 32		.....	.....		.....	.....
br.....	*	5, 7, 8, 12, 13, 32		6	7, 8, 10, 14, 15, 18, 23		.....	.....
cr.....	5	7, 8, 12, 13, 32		14	15, 18		.....	.....
fl.....	18	32		21	.....		.....	.....
fr.....	15	20, 32		23	.....		.....	.....
gr.....	*	2, 4, 5, 7, 8, 12, 13		2	4, 6, 7, 8, 10, 14, 15, 18		.....	.....

<i>Initial blends (cont.)</i>	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>	<i>Intro.</i>	<i>Review</i>
pl.....	*	8, 12, 15, 20, 32	4	6, 7, 8, 10, 14, 18		.....
pr.....	4	5, 7, 8, 12, 15, 20, 32	10	14		.....
sl.....	25	32	29	34		.....
sm.....	32	.....	.....	.....		.....
sn.....	*	8, 15, 20, 25, 32	18	34		.....
sp.....	28	.....	34	.....		.....
st.....	*	4, 5, 7, 8, 12, 20, 25, 32	7	8, 10, 14, 15, 18, 34		.....
tr.....	*	7, 8, 12, 20, 25	8	10, 14, 15, 18		.....
tw.....	13	20, 25	15	18		.....
<i>Vowel sounds</i>						
a (short).....	14	15, 16, 17, 18, 19, 20, 33	24	25, 26, 27, 29, 31, 32, 33, 34, 35, 42		.....
a (long).....	18	19, 20, 33	32	33, 34, 35, 43		.....
i (short).....	21	22, 23, 24, 33	36	37, 38, 39, 41, 42		.....
i (long).....	27	28, 33	40	41, 43		.....
o (short).....	30	31, 33	.....	.....		.....
o (long).....	32	33	.....	.....		.....
<i>Word structure</i>	*	.....	*	36	*	58, 59, 62, 63, 67

UNIT REFERENCES TO APPLICATION OF WORD RECOGNITION TECHNIQUES

	Superior Group	Average Group	Immature Group
<i>Recognition of unknown words</i>	1, 11, 19	1, 6, 9, 10, 12, 13, 16, 22, 28, 30, 40, 41, 42, 43	1, 2, 9, 11, 14, 15, 17, 20, 22, 26, 30, 31, 33, 35, 37, 48, 51, 52, 53, 55, 64, 66, 68, 69, 71, 72, 73, 74, 75
<i>Integrating reading, writing, and spelling</i>	1, 2, 4, 5, 6, 7, 8, 11, 12, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	2, 5, 7, 11, 12, 13, 14, 16, 19, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43	3, 5, 10, 12, 16, 23, 26, 28, 30, 39, 41, 42, 45, 47, 49, 57

Note: In the program for the Superior Group, it is assumed that a large portion of unknown words can, by now, be unlocked independently through the use of picture, context, and phonetic clues.

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